Manitoba
Council on Post-Secondary Education

Annual Report
2005-2006

Manitoba

2008-05047/

MINISTER OF ADVANCED EDUCATION AND TRAINING

Room 156
Legislative Building
Winnipeg, Manitoba, R3C 0V8
CANADA

His Honour the Honourable John Harvard, P.C., O.M.
Lieutenant-Governor of Manitoba
235 Legislative Building
Winnipeg MB R3C 0V8

Your Honour:

I have the privilege of presenting for the information of Your Honour the Annual Report of the Council on Post-Secondary Education for the fiscal year ending March 31, 2006.

Respectfully submitted,

Diane McGifford

Diane McGifford, Ph.D.
Minister

September 8, 2006

Honourable Diane McGifford
Minister of Advanced Education and Training
162 Legislative Building
Winnipeg, Manitoba R3C 0V8

Dear Minister:

It is my honour to submit for your approval, the ninth annual report of the Council on Post-Secondary Education for the year ended March 31st, 2006.

The Council's ninth year of operation was highlighted by several activities involving programming, policy, finance, and accountability. In 2005/06, the Council approved $1,280,000 for new strategic programs and $515,000 to support projects that restructure aspects of the post-secondary system. Under the College Expansion Initiative, the Council approved $1,614,000 for new or expanded college programs.

The Council Secretariat continued involvement in several policy-related activities primarily in the areas of nursing and health education, prior learning assessment and recognition, ACCESS programs, Aboriginal education, credit transfer and articulation, learning technologies, and through extensive committee participation. In addition, the Council Secretariat continued its work in the program costing, indicators and accountability policy framework projects, consultations with student representatives, and many other projects.

In accordance with the Government's new initiative on performance reporting, examples of the Council's performance indicators are tabled in Appendix A. Performance measures will be reported on an annual basis.

The Council's fourth publication of the Statistical Compendium in CD-ROM format is being released with this annual report.

An audited balance sheet and an audited statement of the Council's revenues and expenditures are included.

Respectfully submitted,

Don Robertson
Chair

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Chapter 1

1.0 Strategic Direction of the Council on Post-Secondary Education

1.1 Overview

The Council on Post-Secondary Education (COPSE) is the provincial government agency responsible for planning and coordinating the development of a post-secondary education system that promotes excellence and accessibility. Created by an Act of the Manitoba Legislature in November 1996, the Council commenced operation in April 1997. The Council facilitates the coordination and integration of post-secondary education, reviews and approves university and college programming, provides advice and policy direction to the Government, and promotes fiscal responsibility and accountability in the post-secondary education system.

The Council is responsible for the allocation of funds to the province's seven public post-secondary institutions, comprising the University of Manitoba, the University of Winnipeg, Brandon University, Red River College, Assiniboine Community College, University College of the North, and Collège universitaire de Saint-Boniface which includes École technique et professionnelle. The Council also provides grants to the Canadian Mennonite University and to private religious institutions in Manitoba - the Steinbach Bible College, Providence College and Seminary, and William and Catherine Booth College. In addition, a grant is provided to the Winnipeg Technical College.

The Council acts as an intermediary between the post-secondary institutions and the Government. It is composed of eleven members appointed by the Lieutenant Governor in Council, including a chairperson. Reporting to the Council is a staff Secretariat of ten provincial civil servants. The Secretariat undertakes a number of activities and projects designed to fulfill the mandate as specified in *The Council on Post-Secondary Education Act*, and to meet the goals established by the Council and the Department of Advanced Education and Training. The Secretariat also works in consultation with the universities and colleges to support Council members in the development of policy and financial accountability.

1.2 Mandate

The mandate of the Council on Post-Secondary Education, as stated in *The Council on Post-Secondary Education Act*, is " . . . to plan and co-ordinate the development of a post-secondary education system in the province that promotes excellence in and accessibility to education, supports the co-ordination and integration of services and facilities, and promotes fiscal responsibility."

1.3 Strategic Planning

The Council Secretariat continued to implement its three-year Strategic and Operational Plan.

The Council's Strategic and Operational Plans integrate the goals and priorities of the Department of Advanced Education and Training's strategic plan, as well as those found in the *Manitoba Training Strategy* and the *Aboriginal Education and Training Framework*.

1.3.1 Guiding Principles

The Council utilizes the following principles to guide its work.

The Council's decisions will be:

- Timely
- Fact-based
- Consistent with a systems approach
- Consultative
- Balanced with social, cultural, and economic priorities.

The Council will:

- Be proactive
- Encourage program innovation
- Encourage institutions to work together and promote portability of student credentials
- Encourage institutions to deliver relevant programs
- Promote the importance of post-secondary education
- Encourage research relevant to the priorities of Manitoba
- Foster the application of technology.

The post-secondary education system will be:

- Cost effective
- Accessible
- Accountable
- Learner focused
- Transparent
- Articulated and integrated
- Relevant.

1.3.2 Goals of the Council

1. Act as a catalyst to improve accessibility to post-secondary education in Manitoba, and specifically for Aboriginal Manitobans and other under-represented groups.

2. Act as a catalyst to improve retention and graduation in post-secondary education.

3. Promote post-secondary education in Manitoba as a system.

4. Facilitate mechanisms to promote sustainable infrastructure in post-secondary education in Manitoba.

5. Improve the Council's interaction with the post-secondary community.

6. Develop and implement new accountability mechanisms for the post-secondary system.

1.3.3 Consultations

The Council held annual meetings with representatives from senior administration, student and faculty organizations as part of the annual estimates process. In addition, the Council Secretariat continued its consultations with student leaders.

Chapter II

2.0 Activities of the Council on Post-Secondary Education

The Council's ninth year of operation was marked by a number of important activities that were closely linked to the goals of the Council's Strategic and Operational Plans.

The ongoing activities that comprise the work of the Council and staff Secretariat were structured around the following areas:

1. Program
2. Policy
3. Finance
4. Accountability

2.1 Program

2.1.1 Strategic Programs Envelope

The purpose of the Strategic Programs Envelope is to provide additional funding to post-secondary institutions for the development of new or expanded programs that respond strategically to the needs of Manitoba's social, cultural, economic or labour market situations and are complementary to existing programs. This envelope funded university activity exclusively as the College Expansion Initiative funded the college programs.

Given the limited funds in the envelope, each university was asked to rank in order of priority the proposals it submitted. The Council reviewed each university's request in light of proposals submitted from all universities, the best use of limited resources, and the consistency with the purpose noted above.

In 2005/06, the Council approved a total of $1,280,000 in funds for new programs from the Strategic Programs Envelope. These programs include:

Brandon University

- ***Bachelor of Science in Psychiatric Nursing (Winnipeg Site) – ($353,000 over three years; $132,000 in 2005/06; and $10,000 one-time only)***

In order to meet the demand for psychiatric nurses in Manitoba, Brandon University's Bachelor of Science in Psychiatric Nursing Program was expanded to allow an increase of 20 additional students per year at its Winnipeg site. The program expansion will help meet the requirement of 50 psychiatric nursing graduates per year, given current system needs and vacancies, student attrition and retirements. It will also help alleviate nursing staff shortages at mental health centres across the province.

University of Manitoba

- ***Renewal of ACCESS Programs – Phase 2 – ($26,800)***

As part of the ongoing renewal of the ACCESS Programs, the Council funded an initiative that will create effective program evaluation tools including clear learning objectives and key performance indicators to assess the success of the ACCESS Programs both qualitatively and quantitatively. The renewal consists of three elements, 1) an extended orientation program, 2) evaluation of the Two-Year Transition Model, and 3) development of new Health Careers ACCESS Programs.

- ***Articulation of Manitoba's Post-Secondary Programs in Environmental Studies Pilot Project – ($15,000 one-time only)***

The Council has participated in a credit transfer and articulation initiative in various academic areas to enhance educational opportunities across provincial post-secondary institutions. Articulation committees were identified as a key mechanism to facilitate credit transfer among the institutions. As part of this initiative, the Council funded a pilot project that utilizes the resources of Eco Canada to better guide curriculum development and implementation in areas of environmental studies.

University of Winnipeg

- ***Graduate Program Participation Fund – ($120,000 over three years; $50,000 in 2005/06)***

The Council approved the establishment of a Graduate Program Participation Fund to be used by the University of Winnipeg to offset the costs of releasing faculty members who wish to contribute to graduate teaching and supervision at the University of Manitoba. Taking action to regularize the collaboration on graduate studies between the universities will make a significant contribution to the future strength and sustainability of graduate programming in the province.

Collège universitaire de Saint-Boniface

- ***French Language Teacher Training Program – ($83,300 over two years; $62,500 in 2005/06)***

To help meet its mandate of training Manitoba's French language teachers, the Collège received funding to better meet the requirements of delivering French-language education at the Collège as well as at the University of Manitoba and the University of Winnipeg. The Collège will also be able to work in greater cooperation with the school divisions that will have to meet the needs of teachers in second-language training. It is expected that the demand for training in French will increase given the impending retirements in the coming years, and the current shortage of qualified staff to teach in the French language.

Programs Approved that did not Require Funding

Brandon University

- ***Bachelor of Arts (4 Year Honours, Major and Minor) in Rural and Community Studies***

This program expands Brandon University's current 3-year Bachelor of Arts in Rural and Community Studies to a 4-year program, providing another avenue for those interested in pursuing an Honours, Major or a Minor within the degree program. Students are provided with the opportunity to design an individually tailored degree that combines rural with community studies courses from traditional disciplines. In addition, students will gain a better understanding of social, economic and environmental issues facing rural regions, and in doing so, the skill base to assist those in rural regions to prepare for and adapt to such issues. Graduates are expected to be employed in the public, non-governmental and private sectors, specifically, economic and community development, rural policy planning, rural administration and governance, cultural heritage and tourism, and small business development.

- ***Modifications to the Bachelor of Applied Disaster and Emergency Studies***

The Council approved modifications to the Applied Disaster and Emergency Studies Program (ADES), which was first approved in 2001. Students will continue to earn a Bachelor of Arts or Science, but now with a major in ADES to conform with Brandon University's major and minor structure. In addition, a minor in ADES will be offered to complement majors in other fields. These modifications will ensure a multidisciplinary approach that allows students to design a program that suits their unique interests and strengths.

University of Manitoba

- ***Ph.D. in Peace and Conflict Studies***

As the first of its kind in Canada, the Ph.D. Program in Peace and Conflict Studies is an interdisciplinary graduate degree that provides opportunities for students to pursue higher education, research and practice in conflict studies and resolution. Housed in the Arthur V. Mauro Centre for Peace and Justice, the doctoral degree builds on the firm foundation of knowledge and skills developed during master's studies from one of a variety of disciplines. The program encompasses the analysis and resolution of social conflicts; peace research that examines the structural roots of social conflicts, discussions and inequalities; and strategies for building community and promoting social justice. Graduate employment opportunities are likely to be found in universities, government, international agencies, not-for-profit organizations, businesses, and other agencies.

- ***Undergraduate Majors (General and Advanced) in Italian Studies***

This program expands the existing minor in Italian language, placing greater emphasis on language training and translation skills, within the context of a broad appreciation for Italian/Roman history and its contributions to art and culture. Students will acquire a broad cultural and historical perspective, plus specific knowledge and skills appropriate to careers in the cultural, creative and service sectors of the economy, the travel industry, teaching, translation, and international business settings. The program receives financial support from, and contributes to the vibrancy of a large and dynamic Italian community in Winnipeg and abroad.

- ***Master of Science in Environment and Geography***

Arising from the reorganization of academic programming within the Clayton H. Riddell Faculty of Environment, Earth, and Resources, the Master of Science in Environment and Geography has several objectives. It will a) allow graduates with physical geography and geomatics training to have the distinction in their degree that will allow them to compete fairly for employment and other professional opportunities; b) recognize geomatics as a new subdiscipline, which includes spatial data collection and analysis techniques; c) increase the visibility of physical geography or geomatics research and training opportunities not captured by existing programs; and d) provide a continuum of training in natural science approaches to geography and the environment, already in place at the University of Manitoba.

Demand for the program is expected to increase as students graduate from related undergraduate programs. Also, geographical information systems (GIS) have become indispensable in many areas such as natural resource management and public safety, creating a large demand for technical expertise, notably in government agencies such as Environment Canada.

- ***Ph.D. in Architecture***

As the only program of its kind in Canada, and one of the few in North America, this multidisciplinary program offers a Ph.D. in Architecture with two streams – one in Design and the other in Planning. The Design stream builds on the strengths of the architecture, city planning, interior design and landscape architecture faculty and associated emerging research agenda in building structures, design theory and sustainable design. The Planning stream focuses on the broader planning research agenda that is emerging in the faculty. While complementary, the two streams address specific research interests on the two broader discipline scales, offer an increased opportunity to attract high quality scholars, and specialize in areas of design and planning provided at only a few other North American universities. Graduates are expected to be employed in industry and in private practice, and to compete for academic positions both locally and abroad.

- ***Master of Public Health***

The Master of Public Health program, based in the Department of Community Health Sciences, provides a coursework/field placement Master's Degree program leading to an

internationally recognized credential. The program provides knowledge and skills in community/public health practice, including a foundation in the fundamental sciences of community health, community health assessment, program planning and evaluation, principles of prevention and population health promotion, health services management, administration and policy development. In addition, students will complete a three-month supervised field placement in an approved community health or government agency. The program is expected to help meet the need for increased training and capacity in applied community health sciences in view of recent emerging major public health issues.

Collège universitaire de Saint-Boniface

- ***Advanced Diploma in Leadership in Early Childhood Care and Education (funding provided from Department of Family Services and Housing)***

The Advanced Diploma in Leadership in Early Childhood Care and Education is designed to meet an identified need in the Francophone community. The diploma is being offered as a multidisciplinary program that will be entirely in French and largely on-line. The program will prepare students to manage early childhood centres for children and families, consult on child development, deliver parent education programs, coordinate licensed child care centres in Manitoba, and provide special education in child care centres. Program graduates are expected to assume leadership positions in early childhood care and education.

The following existing programs which were approved in previous years, received ongoing additional funding from the Strategic Programs Envelope in 2005/06.

Brandon University

- *Visual and Aboriginal Arts Studies (VAAS) Program – ($422,200 over three years; $63,000 in 2005/06)*

- *Bachelor of Nursing Degree – ($897,100 in total; $816,100 transferred from UM to BU; $81,000 in new funds over two years; $74,000 in 2005/06)*

- *Bachelor of Arts in Creative Arts – ($63,000 in 2005/06)*

Collège universitaire de Saint-Boniface

- *Baccalauréat specialize (Honours B.A.) and Certificat en traduction (Translation Certificate Program) – ($233,700 over three years; $88,900 in 2005/06)*

University of Manitoba

- *Aboriginal Child and Family Services Diploma (Full-time offerings) - ($1,403,100 over six years; $269,300 in 2005/06)*

- *Manitoba Research Data Centre – ($150,000 over three years; $50,000 in 2005/06)*

- *Centre in Transportation, Logistics and Supply Chain Management – ($400,000 over four years; $160,000 in 2005/06)*

- *Master of Arts in School Psychology – ($342,800 over three years; $285,900 in 2005/06)*

University of Winnipeg

- *3-Year and Honours Majors in Aboriginal Self-Governance – ($205,500 over three years; $8,600 in 2005/06)*

- *Masters Program in Marriage and Family Therapy – ($90,900 over three years; $9,500 in 2005/06)*

- *Counselling and Career Services – ($181,500 over three years; $65,600 in 2005/06)*

2.1.2 System Restructuring Envelope

The System Restructuring Envelope is designed to support projects that restructure some aspect of the post-secondary education system in Manitoba. Examples of projects that have accessed funds from this envelope are those that incorporated learning technologies in the delivery of programs, services that supported activities which improved Aboriginal participation rates in university and college, or initiatives that promoted the use of prior learning assessment and/or enhanced credit transferability and articulation in the post-secondary system. The Council funds System Restructuring projects for up to a maximum of three years.

A total of $515,000 supported the following innovative restructuring projects in Manitoba's colleges and universities in 2005/06.

University of Manitoba

- ***Enhanced Access to Manitoba Historical Resources – ($166,800 over three years; $54,000 to start in 2006/07)***

This project provides enhanced access to Manitoba's historical resources i.e., newspapers, letters and other publications, by bringing together primary and secondary sources useful for historical research. The information will be available to students and faculty in a number of disciplines at the province's four publicly-funded universities who are partners in this project. The material will be converted to microfilm, and then digitized according to national standards. All material will be mounted on a single scholarly portal (www.manitobia.ca) for both published and archival documents.

University of Winnipeg

- ***Adult Learners Office – ($120,000 over three years; $40,000 in 2005/06)***

The Council approved funding for the establishment of an Adult Learners Office to provide a focused range of services for adult learners at the University of Winnipeg. The Office will provide services from the first point of contact through to graduation, and will act as facilitator and advocate for the people it serves. Specific services offered by the Office will include advising, recruiting, scheduling and academic planning.

Collège universitaire de Saint-Boniface

- ***French Enrichment Certificate and Instructional Materials Project – ($120,000 over three years; $40,000 in 2005/06)***

To better meet the training needs of learners, the Collège designed a multi-phase project to restructure French language courses leading to an enrichment certificate. The project also involves a reworking of instructional material to be brought in line with current teaching practices, to be developed concurrently with the enrichment certificate program. Course material will provide support tools for students and the teaching body on the Collège's instructional support websites.

University College of the North

- ***Cree Language Course Delivery using Virtual Language Lab – ($40,000 one-time only)***

To help meet its commitment of providing education to people in their home communities, the University College of the North will offer two Cree Language courses in a distributed learning format to learners in Aboriginal, northern and remote communities. The virtual language lab will function as a traditional language lab, and as a regular classroom medium, enabling live interactive, teacher-led group activities. The courses are intended primarily for students who will enroll in the proposed Bachelor of Arts degree, majoring in Aboriginal and Northern Studies.

2.1.3 Existing Projects Funded in Previous Years

The following existing projects approved in previous years, received System Restructuring funding in 2005/06.

Assiniboine Community College

- *Building on success: The continuation of support and services for Aboriginal students – ($150,000 in total; $50,000 in 2005/06)*

Red River College

- *Curriculum and Learning Resources Performance Support Web Environment – ($150,000 in total; $50,000 in 2005/06)*

University College of the North

- *Health Care Aide Program by LearnLinc – ($150,000 in total; $50,000 in 2005/06)*

Brandon University

- *Restructuring of the Undergraduate Nursing Program from the University of Manitoba (Brandon Site) to Brandon University – ($210,000 in total; $60,000 in 2005/06)*
- *Quality Learning at a Distance by Technology Enhancement – ($68,000 in total; $31,000 in 2005/06)*

Collège universitaire de Saint-Boniface

- *Staff and Language Integration Support Project – ($150,000 in total; $50,000 in 2005/06)*

University of Manitoba

- *ACCESS Programs Renewal – ($150,000 in total; $50,000 in 2005/06)*

2.1.4 Other Council-Funded Projects

Other projects funded by the Council in 2005/06 included the following:

University of Manitoba

- ***Extension to the Aboriginal Child Welfare Initiative Bachelor of Social Work ACCESS Program – ($270,000 in total; $20,000 to start in 2007/08)***

The Council approved the extension of the Aboriginal Child Welfare Initiative (ACWI) Bachelor of Social Work (BSW) ACCESS program by one year, thus supporting a fourth intake of new students. The program extension is one of several initiatives designed to support the devolution of the child welfare authority to Aboriginal communities and to address the need for more social workers of Aboriginal ancestry. Program funds will be directed toward student recruitment and selection, staffing, program development and fiscal efficiency.

University of Winnipeg

- ***College and University Bound Program – ($30,000)***

The College and University Bound (CUB) Program is a partnership between the University of Winnipeg, Red River College and Seven Oaks School Division to assist students who likely would not be considering post-secondary education as an option after high school graduation, even though they have the academic potential to do so. The Council contributed funds on an ongoing basis to retain a full-time coordinator to manage 175 students enrolled in the program. This type of programming is considered one of the more successful interventions with low socio economic status students as being effective in breaking that cycle and providing meaningful educational and other opportunities.

University College of the North

- ***Year One University (YOU) and Year One University - Advantage (YOU-A) – ($550,000 in 2005/06 within the approved 2005/06 UCN budget allocation)***

As part of its new first degree program currently under development, UCN will offer Year One University (YOU). YOU is a first year program that provides learners with a strong base of academic skills and a foundation of knowledge in a culturally relevant context. YOU is offered in Thompson, The Pas and Flin Flon. To further meet the needs of learners, UCN will also offer Year One University - Advantage (YOU-A) in Norway House Cree Nation, Tataskweyak Cree Nation (Split Lake) and Thompson. In this cohort

program, learners will work with a core instructor throughout the ten-month program and progress through their university studies as part of a group of learners.

The program is expected to serve high school graduates, both sequential and non-sequential, graduates from adult education programs, graduates from other post-secondary programs and institutions, mature students and other individuals employed in the social and human services and similar fields. It will also be of particular interest to Aboriginal residents in northern Manitoba.

2.1.5 The College Expansion Initiative

The College Expansion Initiative (CEI) supports the growth of Manitoba's public college system. CEI does this by working collaboratively with the three public colleges, the University College of the North, and with the Council on Post Secondary Education.

All four institutions, Red River College, Assiniboine Community College, University College of the North and École technique et professionnelle have worked with CEI to develop expansion plans. These plans capture each college's vision for a specific area of expansion that draws upon the strengths of the college.

All CEI proposals are presented to the Council for approval, as the Council has the authority to grant funding approval for all expansion activity.

CEI's investments in Manitoba's college system in 2005/06 total $1,614,000. The CEI programs and strategic initiatives approved by the Council in 2005/06 include the following:

Assiniboine Community College

- ***Police Studies Certificate – ($231,000 in ongoing funding requirements;$281,000 in 2005/06 including $50,000 in one-time only funds)***

This certificate program will be offered in partnership with the Brandon Police Service (BPS) and provides the practical and academic training necessary for certification as a Police Officer. The College will adapt the Manitoba Justice curriculum which allows for graduates to be employed with any police agency in Manitoba. Upon completion of the program, the BPS will provide the graduates with a further six weeks of training that will include firearms, driver training, and officer safety. Delivery of such a program in the Westman region will attempt to redress a long standing capacity gap in this area and will afford forces a greater pool of skilled recruits to fill vacancies and address expected force attrition with the RCMP, provincial, municipal, and Aboriginal police services.

Red River College

- ***Power Engineering Diploma Program – ($219,900 in ongoing requirements; $228,500 in 2005/06)***

To address changing licensing requirements for Power Engineers, the Council approved a two-year, standardized, nationally recognized Power Engineering Diploma Program. The program implements curriculum improvements as requested by industry and national certification standards, and addresses the issue of lab time and preparing students to obtain higher classifications. The program will have an exit point at the end of the first year where students can graduate with a Certificate in Power Engineering. Upon graduation, students will have gained the knowledge, skills, abilities and experience needed for entry-level employment in the Power Engineering industry.

- ***Microcomputer Applications Diploma Program – ($197,900 in ongoing funding; $206,600 in 2005/06)***

The Council approved expansion of the one-year Microcomputer Applications Certificate Program to a two-year diploma program, with an optional one-year exit date. At the end of the one year, participants will be eligible to receive an Information and Office Assistant Certificate. At the end of the second year, participants will receive an Information and Office Administration Diploma. The diploma program is developed specifically for Aboriginal learners and provides advanced training in computer software applications, introductory accounting, office administration, researching, reporting, presenting, etc. Graduates will be prepared to work in an office environment in an advanced administrative position, as an office manager, or senior administration officer.

- ***Digital Multimedia – 3D Animation Program – ($251,800 in total; $231,300 in 2005/06)***

This is a one-year Advanced Diploma in Digital Multimedia, specifically in 3D Animation techniques, video game creation, and other aspects of 3D content creation. The program will attract graduates of the Digital Multimedia Technology Program, as well as graphic design and new media practitioners. Students will develop skills in 3D animation, modeling, digital production techniques and compositing, etc. The program will help meet the growing demand for 3D content specialists in Manitoba, including the need for special effects production in the film industry, creation of video games, and for a number of other applications including architecture, industrial design and medical simulations.

- ***New Chemistry Lab – ($130,000 one-time only funding)***

The Council approved one-time only funding of $130,000 to support the construction of a new chemistry lab at Red River College.

- ***Medical Laboratory and Medical Radiologic Technologist Training Programs***

Red River College received $250,000 to expand both the Medical Laboratory and Medical Radiologic Technologist Training Programs.

University College of the North

- ***Educational Assistant Certificate Program – ($150,000 one-time only; $69,000 reallocated from UCN's existing budget, $81,000 in 2005/06)***

This one-year certificate program is designed to provide students with the knowledge and skills that will enable them to provide educational assistance to students, teachers, counselors and other educational professionals in a variety of settings. The program will prepare students for a meaningful career in supporting the educational needs of children as an educational assistant within the public school system, schools in Aboriginal communities, and in other educational settings. It will also establish a foundation for students to develop a career path that leads toward further post-secondary training such as a Bachelor of Education degree. The program is expected to help meet the increasing demand for skilled educational assistants in Aboriginal communities.

2.2 Policy Activities

During the year, the Council Secretariat participated in several activities related to post-secondary education policy. These activities fall into general categories related to government policy, health, prior learning assessment and recognition, sustainable development, northern/Aboriginal/ACCESS programs, technology, as well as those that are community-based, inter/intra-departmental, inter-provincial, and national in scope.

- **Tuition Fee Policy**

Worked with Government on the policy to maintain tuition at public universities and colleges for the 2006/07 academic year at 10% below the 1999 level. This policy extended the benefit of the 10% tuition fee reduction plan for a seventh year.

As part of the development of this policy, Council staff undertook research into issues of affordability of post-secondary education in Manitoba, and the representation of all socio-economic groups within post-secondary education.

- **Co-operative Education Tax Credit**

Worked with Manitoba Finance on the implementation of the Co-operative Education Tax Credit, announced in the 2003 Provincial Budget. The purpose of the tax credit is to encourage businesses to hire students, to encourage students to live and work in Manitoba, and to increase co-operative education in Manitoba. The Council's responsibility in the program is to ensure that applications for student work placements meet the educational merits of the co-operative education program.

- **ACCESS Director's Group**

Attended biannual meetings to address planning and program-related issues.

- **Credit Transfer and Articulation Committees**

Coordinated committees with members from all public post-secondary institutions in Manitoba to enhance credit transfer and articulation and to develop a more comprehensive credit transfer system in Manitoba. This resulted in the creation and implementation of two Articulation Committees on Nursing and Educational Assistants. The Nursing Articulation Committee has completed its work. A new Committee of Environmental Studies was created and work on credit transfers is in progress.

- **Health Education Liaison Group**

Participated on this interdepartmental team responsible for policy direction for health-related educational programs.

- **Manitoba Nursing Advisory Council**

Represented the Council and the Department of Advanced Education and Training on a province-wide council dealing with nursing education, and with supply and demand issues.

- **Western Health Human Resources Forum**

Worked collaboratively with members from health and education from the four western provinces to strategize on health human resources issues in Western Canada.

- **Federal-Provincial Working Group on Entry-to-Practice (ETP)**

Participated on the working committee to address requests for changes to entry-to-practice credentials in the allied health field. An assessment process has been developed and implemented for the first time through the Coordinating Committee which replaced the ETP Working Group.

- **Committee on Interprofessional Education for Collaborative Patient Centred Practice (IECPCP)**

Participated on this committee to develop a proposal on IECPCP for funding from Health Canada.

- **Member of Manitoba Prior Learning Assessment Network (MPLAN)**

Served on this committee that exists as a network for individuals interested in furthering prior learning assessment and recognition (PLAR) practice in the province.

- **Member of the committee that manages Manitoba's PLAR policy**

Worked to support the province's PLAR policy and to review the PLAR model, ensuring that the needs of post-secondary institutions, individuals and industry are met through the service delivery model.

- **Northern Development Strategy Working Group**

Participated on the interdepartmental group on implementation of the education component of the Northern Development Strategy. Also participated on the Health Department's committee.

- **Manitoba Research Innovation Fund (MRIF)**

Participated on an interdepartmental committee that reviews proposals for the MRIF.

- **Aboriginal Education in Manitoba**

Participated with senior officials from both levels of Government and representatives from Aboriginal organizations to develop and enhance Aboriginal educational outcomes in post-secondary education in Manitoba.

- **Post-Secondary Education Committee on Learning Technologies**

Guided the activities of the Post-Secondary Education Committee on Learning Technologies to provide support and participate in policy-making with respect to Campus Manitoba and other distributed learning activities.

- **Enhanced Student Information System (ESIS)**

Provided coordination and information dissemination services between Statistics Canada, the seven institutions, the Canadian Mennonite University, and other government departments in relation to this database.

- **Council of Ministers of Education, Canada (CMEC)**

Participated in the following CMEC committees: Canadian Education Statistics Council, On-Line Working Group, Post-Secondary Education Expectations Project, the Credit Transfer Working Group, and the Post-Secondary Education Assistant Deputy Ministers' Committee.

- **Canadian Millennium Pilot Programs**

Worked with Manitoba Advanced Education and Training and Manitoba Education, Citizenship and Youth on developing pilot programs focusing on research into student transitions from high school to post-secondary education.

- **Sustainable Development Committee**

Continued to work with the Manitoba Departments of Education, Citizenship and Youth, Health, Transportation and Governmental Services, Intergovernmental Affairs, and Conservation to assist colleges and universities with implementing sustainable development into their processes.

- **Inter-Provincial Training Agreements**

Administered Inter-Provincial Training Agreements for Veterinary Medicine with the University of Saskatchewan and the other western provinces, and for Optometry with the University of Waterloo and Ontario.

Served on the Advisory Committee for the Western College of Veterinary Medicine.

- **Child Care Education Program Approval Committee (CCEPAC)**

Responsible for providing support and links to government.

- **Orientation Package**

Updated an Orientation Package for new Council members. The package includes items such as roles and responsibilities of the Council Chair, Vice-Chair, and board members, highlights of Council activity since 1997, and current projects and activities. The Orientation Package was developed in response to the Five-Year Review of the Council.

- **Retention Survey for the System**

Worked with all public institutions and Employment and Training Services on the development of a survey for the system to help identify the reasons why students leave without graduating, and where they go. This work is ongoing and a report is expected to be complete in March 2007.

- **Degree Granting Legislation**

Developed legislation for consideration by the Legislative Assembly that would provide government with tools to control the granting of degrees in Manitoba. This legislation is common across Canada, and is designed to help ensure confidence in the degrees offered by the post-secondary system in Manitoba.

- **Pandemic Planning**

Worked with Manitoba Health, Education, Citizenship and Youth, Family Services and Housing and colleges, universities, the daycare sector and the school sector to begin developing guidelines for planning for pandemic influenza.

- **Advanced Education and Training Department Plan Development**

Worked with Advanced Education and Training to help develop a departmental plan focusing on labour force development.

- **Memberships on National Organizations**

Served as a member on the Canadian Association of University Business Officers (CAUBO), the Canadian Institutional Research Planning Association (CIRPA), and the Institute of Public Administration of Canada (IPAC).

2.3 Finance

Estimates Process

2.3.1 Operating Budgets

The annual Estimates process for the universities and community colleges commenced in June of last year. At that time, the Council requested that institutions review the financial requirements for the following fiscal year and submit an Estimates request for the Council's review. The Estimates information was requested in a format that allowed for comparative analysis of institutions. In this way, the Council could make informed judgments about the requirements of each institution when formulating its recommendations to Government.

Institutions were requested to provide a base level budget with explanations for increases and a detailed assessment of impacts, as well as information related to enrollment levels and staffing, and status reports on previously funded new programs and System Restructuring grants.

The budget submissions were received in late September, at which time the Council reviewed the individual submissions and the analyses of the financial requirements prepared by Council staff. Following this review, the Council members met with each institution separately so that the institution could present its budget request and provide additional information to the Council. The Council also met with faculty and student representatives.

Following the meetings with the colleges and universities, the Council developed a presentation for the Minister, recommending funding levels for the post-secondary education system. This was based on the information provided by the colleges and universities and the Council's view of funding requirements. The Minister reviewed the presentation and then made recommendations to Government. Final funding levels were determined and communicated following the budget announcement in the spring. The Council then finalized its allocation of available funds by institution and the colleges and universities were advised.

2.3.2 Major Capital

The annual Estimates process for Major Capital for the universities also commenced in June of last year. At that time, the Council requested that institutions review the major capital requirements for the following fiscal year and submit the Estimates request.

The Department of Transportation and Government Services (TGS) has responsibility for funding Major Capital projects at the community colleges and UCN. Community college projects were considered by TGS concurrently with the requests from other government departments. Funding decisions were communicated to the Council, the community colleges and to UCN when the budget was announced in the spring.

The Council has responsibility for approving capital projects and distributing major capital grants at the universities only. Since 1998/99, the Council has utilized a process for ranking the capital project requests of the universities. This process involves engaging TGS with its technical expertise to review the major capital requirements at the universities and to develop a plan, including budget and scheduling, to address the most critical requirements at the universities. When the major capital requests were received by the Council in July, the submissions were forwarded to TGS for review and analysis. TGS prepared a schedule that ranked the major capital projects that the Council considered when allocating the available funding for Major Capital projects to the universities.

2.3.3 Projects

The review of major capital projects has proven to be successful in identifying the projects that require immediate attention and in accessing additional funds from Government. Some of the major projects funded in 2005/06 included:

- **Roofing Program**

Includes continuation of a multi-year program to replace and upgrade the roofing systems at the universities of Manitoba and Winnipeg. Many roofs on campus have outlived their useful life resulting in serious roof leaks causing damage to building interiors, damaged equipment and computers, occupant discomfort, and in many cases, damage or destruction of occupants' paperwork and belongings. The leaking roofs have insufficient insulation and/or roof membranes that have been broken down completely or are in an advanced state of disintegration.

- **Fort Garry Chiller System – University of Manitoba**

Continuation of funding to replace the University's large central chiller units in accordance with the Montreal Protocol that terminated the production of refrigerants used by the University.

- **Fire Safety Upgrades – University of Manitoba**

- **Brandon University Elevator – McMaster Hall**

- **Brandon University Hydronic Heating System Replacement – McMaster Hall**

- **Energy Management – University of Winnipeg**

2.3.4 New Major Capital Funding Initiatives

In 2000, the Government committed $40 million in additional funding to be combined with $10 million in existing funding to be matched by the University of Manitoba for major high priority capital upgrade, replacement and/or renovation projects. This year, the Council made a payment of $3 million, bringing the total provided to $47 million.

2.4 Accountability

The Council undertook the following accountability projects in partnership with the post-secondary education institutions:

Indicators Project

As part of the developing accountability framework in the Manitoba post-secondary system, indicators are being developed in consultation with the public universities and colleges. These indicators are designed to provide the Council on Post-Secondary Education with broad information relating to the post-secondary system's progress towards the five Manitoba Advanced Education and Training priorities established by the Minister of Advanced Education and Training.

The Council and post-secondary institutions continued to prepare indicators of student success including information on retention, attrition and graduation rates at colleges and universities. Additional projects, including indicators of graduate employment at colleges and enrollment by socio-economic status are under development.

Program Costing

As another part of the developing accountability framework in the Manitoba post-secondary system, a common program-costing methodology has been developed in consultation with Manitoba's colleges and universities and the Apprenticeship Branch of Advanced Education and Training. This methodology employs common definitions, procedures and reporting formats to allow for better comparative analysis of financial data from public universities and colleges in the province. Data is collected annually from public universities and colleges.

Statistical Compendium

In 2005/06, the Council released the third edition of the annual Statistical Compendium on CD-ROM. The Compendium, developed in cooperation with the colleges and universities, contains data on student enrollments, graduates, programs, tuition fees, etc. in the post-secondary education system. The Compendium is released with the Annual Report. The Compendium, Annual Report and other reports are available in English and French on the Council's website at www.copse.mb.ca.

Annual Academic Report Guidelines – Employment Outcomes

Worked with community colleges and University College of the North on the development of guidelines for the annual academic report to allow the collection and reporting of data in a standardized way relating to the employment outcomes of graduates. This work is ongoing and is expected to be completed in time for the release of the December 2007 annual academic reports from colleges and University College of the North.

Annual Reports

As required by *The Council on Post-Secondary Education Act,* the Council must prepare and submit to the Minister of Advanced Education and Training an annual report of its operations, including the audited financial statements, within six months following the end of the fiscal year.

The universities and colleges are required to prepare and submit an annual report of operations including the audited financial statements to the Council on Post-Secondary Education and to the Minister of Advanced Education and Training. These reports are required within six months for the universities and within four months for the colleges, following the end of each fiscal year. Comprehensive financial plans, budgets, statistical information, status reports for new programs, and other funding approved by the Council are also required.

As required by *The Colleges Act,* the colleges must prepare an annual final budget prior to the beginning of each fiscal year. The Colleges must also publish an annual academic report that includes student information on enrollment, attrition, graduation, and graduate employment placement in accordance with the guidelines provided.

These documents are analyzed throughout the year by the Council Secretariat and information is utilized to present funding requests to Government and to report on the activities of the post-secondary institutions in Manitoba.

Report on Sustainable Development Activities and Accomplishments

Council staff participated in the Education, Training and Citizenship's Sustainable Development Team, developing ways to ensure that the principles of sustainable development are known and understood by members of the two education departments, and integrated into everyday practices.

Accountability Policy Development

In 2003/04, the Council approved a discussion paper that was circulated to colleges and universities outlining proposed principles and elements of an accountability policy for Manitoba's post-secondary system. The institutions were asked to provide comments for further development of the policy in 2004/05. Work has continued on developing next steps, including an articulated accountability policy and the development of a framework for accountability, including an indicators framework.

A second discussion paper has been drafted and will be shared with institutions and students in 2006/07.

Chapter III

Audited Financial Statements of the Council on Post-Secondary Education

For The Year Ended March 31, 2006
Winnipeg, Manitoba, Canada

THE COUNCIL ON POST-SECONDARY EDUCATION

Responsibility for Financial Statements

The management of the Council on Post-Secondary Education is responsible for the financial reporting process that produces the financial statements and accompanying notes. The financial statements are prepared in accordance with Canadian generally accepted accounting principles.

The Council is responsible for overseeing management's performance of its financial reporting responsibilities. The statements are examined by the Auditor General of Manitoba, whose opinion is included herein.

In order to fulfil this responsibility, management maintains systems of internal control over the financial reporting process designed to provide assurance that relevant and reliable financial information is produced.

Margaret McDonald, CGA
Chief Financial Officer

Curtis Nordman, D. Phil.
A/Executive Director

July 7, 2006
Winnipeg, Manitoba

Office of the Auditor General

500 - 330 Portage Avenue
Winnipeg, Manitoba
CANADA R3C 0C4

AUDITORS' REPORT

To the Legislative Assembly of Manitoba, and
To The Council on Post-Secondary Education

We have audited the statement of financial position of The Council on Post-Secondary Education as at March 31, 2006 and the statements of revenues and expenses, changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the Council's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of The Council on Post-Secondary Education as at March 31, 2006 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Office of the Auditor General

Office of the Auditor General

Winnipeg, Manitoba
July 7, 2006

THE COUNCIL ON POST-SECONDARY EDUCATION

Statement of Financial Position
For the year ended March 31, 2006

	2006	2005
ASSETS		
Current Assets:		
Cash	$ 407,306	$ 118,994
Accounts receivable	704,899	535,718
	1,112,205	654,712
Long-term receivable- Province of Manitoba (Note 3)	1,135,486	1,148,059
Capital Assets - net of accumulated amortization (Note 4)	33,842	50,451
Total Assets	$ 2,281,533	$ 1,853,222
LIABILITIES		
Current Liabilities:		
Accounts payable & accrued liabilities	$ 101,246	$ 92,864
Grants payable	676,866	298,864
	778,112	391,728
Long-term liabilities:		
Provision for employee severance benefits (Note 5)	105,106	123,148
Provision for employer's share of employees' pension benefits (Note 6)	1,031,345	1,043,918
	1,136,451	1,167,066
Total liabilities	1,914,563	1,558,794
Net Assets		
Investment in Capital Assets	33,842	50,451
Unrestricted Net Assets	333,128	243,977
	366,970	294,428
	$ 2,281,533	$ 1,853,222

THE COUNCIL ON POST- SECONDARY EDUCATION

Statement of Revenues and Expenses
For the year ended March 31, 2006

	Operating	College Expansion Initiative	2006 Total	2005 Total
Revenues:				
Province of Manitoba Grants:				
Department of Advanced Education and Training	$ 398,808,233	$27,629,367	$ 426,437,600	$ 422,902,937
Other	929,898	-	929,898	10,000
Interest income	20,889	-	20,889	14,387
Total Revenues	399,759,020	27,629,367	427,388,387	422,927,324
Expenses:				
Operating grants	347,330,235	-	347,330,235	336,598,616
Support programs	2,041,753	-	2,041,753	2,219,844
College Expansion Initiative grants	-	27,335,286	27,335,286	25,880,467
Post Secondary Strategic grants	1,795,000	-	1,795,000	1,850,100
Equipment & Renovations grants	17,123,000	-	17,123,000	6,245,600
Major Capital grants	7,733,129	-	7,733,129	26,840,600
Access grants	6,460,000	-	6,460,000	6,332,140
Tuition Rebate grants	13,163,981	-	13,163,981	12,852,556
Inter-Provincial Training Agreement	3,184,354	-	3,184,354	2,934,891
Administrative and other, Schedule 1	931,943	217,164	1,149,107	1,195,177
Total Expenses	399,763,395	27,552,450	427,315,845	422,949,991
Excess (deficiency) of Revenues over Expenses	$ (4,375)	$ 76,917	$ 72,542	$ (22,667)

THE COUNCIL ON POST-SECONDARY EDUCATION

Statement of Changes in Net Assets - Post-Secondary Grants Fund
For the year ended March 31, 2006

	Investment in Capital Assets	Unrestricted Net Assets	2006 Total	2005 Total
Balance, Beginning of Year	50,451	243,977	294,428	317,095
Excess (deficiency) of Revenues over Expenses	-	72,542	72,542	(22,667)
Purchase of Capital Assets	5,399	(5,399)	-	-
Amortization	(22,008)	22,008	-	-
Balance, End of Year	$33,842	$333,128	$366,970	$294,428

THE COUNCIL ON POST-SECONDARY EDUCATION

Schedule of Administrative and Other Expenses
For the year ended March 31, 2006

	Operating	College Expansion Initiative	2006 Total	2005 Total
Amortization	$ 10,665	$ 11,343	$ 22,008	$ 14,453
Automobile and travelling	28,808	7,232	36,040	29,698
Computer operating and lease costs	28,759	8,506	37,265	50,165
Course and membership fees	2,577	280	2,857	625
Furniture and equipment	3,649	-	3,649	5,038
Meetings-Council	6,447	-	6,447	8,681
Miscellaneous grants	35,291	-	35,291	32,539
Office rental	44,434	10,047	54,481	58,183
Postage and telephone	12,503	2,811	15,314	14,313
Printing and stationery supplies	14,858	1,264	16,122	15,779
Professional fees	26,383	-	26,383	17,996
Remuneration for Council members	40,709	-	40,709	38,679
Repairs & maintenance	152	-	152	457
Salaries and employee benefits	612,639	174,900	787,539	874,458
Subscriptions and books	3,827	-	3,827	3,616
Sundry	60,242	781	61,023	30,497
Total administrative & other expenses	$ 931,943	$ 217,164	$ 1,149,107	$ 1,195,177

THE COUNCIL ON POST-SECONDARY EDUCATION

Statement of Cash Flows
For the year ended March 31, 2006

	2006	2005
Cash from Operating Activities:		
Excess (Deficiency) of Revenues over Expenses	$ 72,542	$ (22,667)
Amortization	22,008	14,453
	94,550	(8,214)
Net Change in Non-Cash Working Capital Items:		
(Increase) Decrease in Accounts receivable	(169,181)	(341,480)
Increase (Decrease) in Accounts payable and accrued liabilities	8,382	(109,073)
Increase in Grants payable	378,002	174,475
	311,753	(284,292)
Cash Flow Provided by (Used In) Financing Activities:		
Increase in Long-term receivable – Province of Manitoba	12,573	(27,712)
Increase (Decrease) in Provision for employee severance benefits	(18,042)	9,847
Increase in Provision for employer's share of employees' pension benefits	(12,573)	27,712
	(18,042)	9,847
Cash Flows from Investing Activities:		
Purchase of Capital Assets	(5,399)	(22,809)
Increase (Decrease) in Cash for the Year	288,312	(297,254)
Cash, beginning of year	118,994	416,248
Cash, end of year	$ 407,306	$ 118,994

Notes to Financial Statements
for the year ended March 31, 2006

1. Nature of Operations

The Council on Post-Secondary Education was established by an Act of the Legislature passed in 1997 and is composed of 11 members appointed by the Lieutenant-Governor-in-Council.

The Universities Grants Commission Act was repealed effective April 28, 1997 by the Council on Post-Secondary Education Act.

The Council on Post-Secondary Education Act provided that the University Grants Fund be continued as the Post-Secondary Grants Fund. All assets and liabilities of the Universities Grants Commission were transferred to the Council on Post-Secondary Education.

Primarily, the Council on Post-Secondary Education provides funding to Manitoba's universities and community colleges for approved programs and capital projects from funds received from the Province of Manitoba.

The College Expansion Initiative provides funding to increase enrollment in diploma and certificate programs at Manitoba's community colleges. For financial reporting purposes, Revenue and Expenses for the Initiative have been segregated.

2. Significant Accounting Policies

A. Basis of Accounting

The Council on Post-Secondary Education's annual financial statements are prepared in accordance with Canadian generally accepted accounting principles.

B. Grant Payments

Operating, equipment and renovations, tuition rebate, Access, and strategic initiatives grants reflect payments to Manitoba universities and community colleges for annual operations. These grants are funded on the basis of scheduled payments to meet the operating requirements of the universities and community colleges. Operating grants are also provided to private religious colleges and to the Winnipeg Technical College.

Major capital grants based on shared cost agreements are funded on a reimbursement basis. The university must first incur eligible costs as defined in the terms of the agreement, which the Council then reimburses.

Major capital grants to universities that are discretionary grants are funded when the university has met the eligibility criteria and fulfilled the conditions set out by the Council.

C. Revenue Recognition

Revenue is recognized as funds are drawn from Province of Manitoba appropriations.

D. Vacation and Severance Benefits

Employees of the Council are entitled to vacation and severance benefits in accordance with the terms of the collective agreement. The liability for vacation and severance benefits is recorded based on the Council's best estimates.

E. Employer's Share of Employees' Pension Benefits

Employees of the Council are pensionable under the Civil Service Superannuation Act. The Council accrues a provision for the liability for the employer's share of employee pension benefits, including future cost of living adjustments, based on an actuarial report.

F. Capital Assets

Capital Assets are recorded at cost. Amortization is provided on a straight-line basis over the assets' estimated useful life, in accordance with the Province of Manitoba guidelines, as follows:

Furniture	10 years
Leasehold Improvements	10 years
Computer Software	4 years
Machinery and Equipment	10 years
Computer Equipment	4 years

G. Measurement Uncertainty

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingencies at the date of the financial statements and the reported amounts of revenues and expenditures during the period. Actual results could differ from these estimates.

H. Financial Instruments

The Council on Post-Secondary Education's financial instruments consist of cash, accounts receivable, accounts payable, accrued liabilities and grants payable. Unless otherwise noted, it is management's opinion that the Council is not exposed to significant interest, currency or credit risks arising from these instruments. The fair value of these financial instruments approximates their carrying values.

3. Long-term Receivable – Province of Manitoba

A portion of the long-term receivable from the Province of Manitoba is for severance benefits accumulated by COPSE employees to March 31, 1998. The opening severance pay liability balance as at April 1, 1998 of $104,141 was completely offset by a long-term receivable from the Province of Manitoba. There are no terms of repayment for this receivable, and the amount will remain fixed at $104,141.

The remaining portion of the long-term receivable from the Province of Manitoba represents the employer's share of employees' pension benefits as at March 31, 2006 of $1,031,345 (2005 - $1,043,918). The Province of Manitoba will pay the employer's share of employees' pension benefits as they become due.

4. Capital Assets, net of Accumulated Amortization

	2006			2005
	Cost	Acc. Amort	Net Book Value	Net Book Value
Furniture	$ 60,415	$ 47,023	$ 13,392	$ 18,658
Leasehold Improvements	14,853	9,655	5,198	16,724
Computer Software	3,000	3,000	-	-
Machinery and Equipment	11,220	7,380	3,840	4,828
Computer Equipment	32,354	20,942	11,412	10,241
	$ 121,842	$ 88,000	$ 33,842	$ 50,451

5. Provision for Employee Severance Benefits

	2006	2005
Balance at beginning of year	$ 123,148	$ 113,300
Experience gain	(28,548)	-
Benefits accrued	3,884	9,848
Interest accrued on benefits	6,622	-
Balance at end of year	$ 105,106	$ 123,148

An actuarial valuation of the severance obligations as at March 31, 2005 was conducted by Ellement & Ellement Ltd., Consulting Actuaries. The key actuarial assumptions were a rate of return of 7% (2000 – 6.75%), 2.5% inflation (2000 – 2.75%), and salary rate increases of 3.25% (2001 – 3.5%). The accrued benefit cost method with salary projection was used and the liabilities have been extrapolated to March 31, 2006 using a formula provided by the actuary.

6. Provision for Employer's Share of Employees' Pension Benefits

	2006	2005
Balance at beginning of year	$ 1,043,918	$ 1,016,206
Experience gain	(88,898)	-
Benefits accrued	56,701	47,412
Interest accrued on benefits	68,080	72,838
Benefits paid	(48,456)	(92,538)
Balance at end of year	$ 1,031,345	$ 1,043,918

An actuarial valuation of the pension obligations as at December 31, 2004 was conducted by Ellement & Ellement Ltd., Consulting Actuaries. The key actuarial assumptions were a rate of return of 7% (2001 – 7.25%), 2.5% inflation (2001 – 2.75%), salary rate increases of 3.25% (2001 – 3.5%) and post retirement indexing at 2/3 of the inflation rate. The accrued benefit cost method with salary projection was used and the liabilities have been extrapolated to March 31, 2006 using a formula provided by the actuary.

7. Commitments

The Council on Post-Secondary Education has approved funding as listed below:

	Approved	Expended	Outstanding Commitments
Capital:			
University of Manitoba			
Capital Campaign	40,000,000	37,000,000	3,000,000
Chiller System – Fort Garry Campus	19,000,000	17,022,500	1,977,500
University of Winnipeg			
Capital Projects	2,923,500	2,432,400	491,100
Collège universitaire de Saint-Boniface			
Capital Projects	1,302,000	1,000,000	302,000
Total	$ 63,225,500	$ 57,454,900	$ 5,770,600

Future funding commitments were also approved for the following new programs:

System Restructuring Envelope	522,800
Strategic Program Envelope	894,100
Total	$ 1,416,900

8. Related Party Transactions

In addition to those related transactions disclosed elsewhere in these financial statements, the Council on Post-Secondary Education is related in terms of common ownership to all Province of Manitoba created departments, agencies and Crown corporations. The Council on Post-Secondary Education enters into transactions with these entities in the normal course of business. These transactions are recorded at the exchange amount.

9. Economic Dependence

The Council is economically dependent on the Province of Manitoba for its funding.

Chapter IV

THE COUNCIL ON POST-SECONDARY EDUCATION

Grant Expenses (Unaudited)
For the year ended March 31, 2006

	2006	2005
Universities Grants		
1. **Operating**		
University of Manitoba	$ 204,548,000	$ 199,341,400
University of Winnipeg	32,938,946	31,926,546
Brandon University	22,277,212	21,382,712
University College of the North	13,258,500	12,277,900
Collège universitaire de Saint-Boniface	6,870,900	6,339,400
Canadian Mennonite University	2,817,800	2,739,700
Providence College & Seminary	1,242,100	1,242,100
Wm. & Catherine Booth College	368,600	368,600
Steinbach Bible College	230,000	230,000
	$ 284,552,058	$ 275,848,358
First Claims		
University of Manitoba	$ 297,735	$ 313,319
University of Winnipeg	40,054	40,054
Brandon University	216,588	216,588
	$ 554,377	$ 569,961
Support Programs		
Campus Manitoba	$ 1,002,700	$ 1,038,100
Inter-Universities North	895,900	882,900
Visually Impaired	113,153	82,660
University College of the North	-	206,184
University of Winnipeg College & University Bound (CUB) program	30,000	10,000
	$ 2,041,753	$ 2,219,844
Total Operating Grants – Universities		
University of Manitoba	$ 204,845,735	199,654,719
University of Winnipeg	32,979,000	31,966,600
Brandon University	22,493,800	21,599,300
University College of the North	13,258,500	12,277,900
Collège universitaire de Saint-Boniface	6,870,900	6,339,400
Canadian Mennonite University	2,817,800	2,739,700
Providence College & Seminary	1,242,100	1,242,100
William & Catherine Booth College	368,600	368,600
Steinbach Bible College	230,000	230,000
Support Programs	2,041,753	2,219,844
	$ 287,148,188	$ 278,638,163

Grant Expenses (Unaudited)
For the year ended March 31, 2006

	2006	2005
2. Capital Funds		
(a) **Equipment and Renovations**		
University of Manitoba	$ 9,920,000	$ 3,020,000
University of Winnipeg	2,982,400	550,000
Brandon University	875,000	330,000
University College of the North	428,800	428,800
Collège universitaire de Saint-Boniface	1,100,000	100,000
	$ 15,306,200	$ 4,428,800
(b) **Major Capital Projects**		
University of Manitoba	$ 6,135,065	$ 15,104,500
University of Winnipeg	584,447	448,200
Brandon University	739,186	839,501
University College of the North	174,431	1,828,900
Collège universitaire de Saint-Boniface	100,000	82,800
	$ 7,733,129	$ 18,303,901
Total Capital Grants		
University of Manitoba	$ 16,055,065	$ 18,124,500
University of Winnipeg	3,566,847	998,200
Brandon University	1,614,186	1,169,501
University College of the North	603,231	2,257,700
Collège universitaire de Saint-Boniface	1,200,000	182,800
	$ 23,039,329	$ 22,732,701
3. Strategic Initiatives – Universities		
University of Manitoba	$ 772,900	$ 900,800
University of Winnipeg	157,700	170,000
Brandon University	433,000	275,300
University College of the North	90,000	50,000
Collège universitaire de Saint-Boniface	241,400	254,000
	$ 1,695,000	$ 1,650,100
4. Access Grants		
University of Manitoba	$ 2,629,000	$ 2,588,040
University of Winnipeg	807,700	787,400
Brandon University	1,523,200	1,482,100
University College of the North	765,300	744,600
	$ 5,725,200	$ 5,602,140
5. Tuition Rebate Grants		
University of Manitoba	$ 8,175,592	$ 8,039,415
University of Winnipeg	2,167,795	2,103,565
Brandon University	931,728	906,474
University College of the North	121,976	119,461
Collège universitaire de Saint-Boniface	210,991	224,306
	$ 11,608,082	$ 11,393,221
Total Universities Grants	$ 329,215,799	$ 320,016,325

Grant Expenses (Unaudited)
For the year ended March 31, 2006

	2006	2005
Community Colleges Grants		
1. Operating		
Assiniboine Community College	$ 13,874,100	$ 13,362,500
Red River College	46,124,800	44,631,400
École technique et professionnelle	1,659,900	1,621,400
Winnipeg Technical College	565,000	565,000
	$ 62,223,800	$ 60,180,300
2. Capital Funds		
(a) **Equipment and Renovations**		
Assiniboine Community College	$ 598,200	$ 598,200
Red River College	1,218,600	1,218,600
	$ 1,816,800	$ 1,816,800
(b) **Major Capital Projects**		
Red River College	-	8,536,699
	$ -	$ 8,536,699
Total Capital Grants		
Assiniboine Community College	$ 598,200	$ 598,200
Red River College	1,218,600	9,755,299
	$ 1,816,800	$ 10,353,499
3. College Expansion Initiative		
Assiniboine Community College	$ 4,098,200	$ 4,007,200
University College of the North	2,743,100	2,320,400
Red River College	19,585,124	18,775,146
École technique et professionnelle	717,400	701,500
Tech Vocational	191,462	76,221
	$ 27,335,286	$ 25,880,467
4. Strategic Initiatives – Colleges		
Assiniboine Community College	$ 50,000	$ 50,000
Red River College	50,000	150,000
Other – Prior Learning Assessment & Recognition	-	-
	$ 100,000	$ 200,000
5. Access Grants		
Red River College	734,800	730,000
	$ 734,800	$ 730,000
6. Tuition Rebate Grants		
Assiniboine Community College	$ 240,859	$ 236,780
Red River College	1,274,368	1,179,939
École technique et professionnelle	40,672	42,615
	$ 1,555,899	$ 1,459,334
Total College Grants	$ 93,766,585	$ 98,803,600

Grant Expenses (Unaudited)
For the year ended March 31, 2006

	2006	2005
Access Program Grants		
University of Manitoba		
University of Manitoba Access Program - North and South	$ 242,000	$ 235,500
Special Pre-Medical Studies Program	380,200	369,900
Professional Health Program	100,800	98,100
Northern Bachelor of Social Work	729,300	709,600
Winnipeg Education Centre - Social Work Program	830,100	832,000
Engineering Access Program	346,600	337,300
Emergency Loan Fund	-	5,640
	$ 2,629,000	$ 2,588,040
University of Winnipeg		
Integrated Student Support Services	$ 151,600	$ 147,500
Winnipeg Education Centre	476,200	463,400
Aboriginal Teacher Education program	179,900	175,000
Emergency Loan Fund	-	1,500
	$ 807,700	787,400
Brandon University		
Brandon University Northern Teacher Education Program	$ 1,523,200	$ 1,482,100
University College of the North		
ACCESS The Pas	$ 284,100	$ 276,400
ACCESS Nursing Preparation Year	481,200	468,200
	$ 765,300	$ 744,600
Total Universities Access Programs	$ 5,725,200	$ 5,602,140
Red River College		
Community College Access Program - North and South	$ 329,000	$ 320,100
Southern Nursing Program	405,800	394,900
Emergency Loan Fund	-	15,000
	$ 734,800	$ 730,000
Total Access Grants	$ 6,460,000	$ 6,332,140

Inter-Provincial Training Agreements (Unaudited)
For the year ended March 31, 2006

	2006	2005
University of Saskatchewan		
Veterinary Medicine	$ 3,124,191	$ 2,862,096
University of Waterloo		
Optometry	60,163	72,795
Total Inter-Provincial Training Agreements	$ 3,184,354	$ 2,934,891

Chapter V

Membership of the Council on Post-Secondary Education

The Council on Post-Secondary Education is composed of eleven members appointed by the Lieutenant Governor in Council for a term not exceeding three years. Each member may be re-appointed for one additional term.

The Council members for the period of April 2005 to March 2006 were:

Donald Robertson, LL.D., O.M. (Chair)	Winnipeg
Muriel Smith, M.Ed. (Vice-Chair)	Winnipeg
Howard Almdal, M.A.	Winnipeg
Lucille Bruce, B.Ed., Post-Baccalaureate Cert. in Ed.	Winnipeg
William Dumas, B.Ed.	Thompson
Carolyn Frost, LL.B.	Winnipeg
Darlene Hendler, M.S.W.	Winnipeg
Rita Lécuyer, M.Ed.	Winnipeg
David Turner, Ph.D.	Winnipeg
Christopher Macdonald, Ph.D. (to July 2005)	Brandon
Pandelis Halamandaris, Ph.D. (as of August 2005)	Brandon
Dolores Samatte, B.Ed. (to November 2005)	Cranberry Portage

Secretariat of the Council on Post-Secondary Education

Curtis Nordman, D. Phil.	A/Executive Director (as of January, 2006)
Louise Gordon, M.S.W.	Executive Director (to December, 2005)
Susan Deane, M.S.W.	Manager, Post-Secondary Programming
Margaret McDonald, CGA	Financial Officer
Daniel Smith, Ph.D. (Cand.)	Senior Policy Analyst
Kim Browning, M.Ed.	Policy Analyst
Ray Karasevich, M.P.A.	Policy Analyst (as of January, 2006)
Kitty Leong	Statistical Analyst
Sandra Brabant	Accounting Clerk
Dee Conway	Administrative Assistant (to December 2005)
Patricia Ferris	(Administrative Assistant (as of January 2006)
Christine Laroche	Secretary

Appendix A
Performance Reporting - Council on Post-Secondary Education

The 2005-06 reporting year is the first year that a standardized Performance Measurement section appears in Departmental Annual Reports. This section is another step in our process to provide Manitobans with a more complete picture of the activities of government and their impacts on the province. That process was begun in 2005 with the release of the document, *Reporting to Manitobans on Performance, 2005 Discussion Document,* which can be found at www.gov.mb.ca/finance/performance.

Performance indicators in departmental Annual Reports are intended to provide Manitobans with meaningful and useful information about government's activities, complementary to financial results. Some measures incorporate data collected by the provincial government, while others show data that are collected by external agencies. A range of existing, new and proposed measures may be reported in subsequent years, as the process continues to evolve.

Your comments on performance measures are valuable to us. You can send comments or questions to mbperformance@gov.mb.ca.

What are we measuring and how?	Why is it important to measure this?	What is the most recent available value for this indicator?	What is the trend over time for this indicator?	Comments/ recent actions/report links
1. Accessibility to post-secondary education by measuring enrollment in Manitoba's universities and colleges	Student enrollment at universities and colleges is a key indicator of accessibility to post-secondary education. Accessibility to post-secondary education is linked to success in the labour market through better career opportunities and is linked to improved health and wellness.	Enrollment in Manitoba's universities in 2005/06 and colleges in 2004/05 ***University Enrollment** in 2005/06 Full time 29,538 Part time 11,973 Total 41,511 *University Enrollment is based on students enrolled in regular session only (September to April). This avoids the double counting of students who may be enrolled in other sessions.	Increasing **University Total Enrollment** - between 1999/00 and 2005/06, full- and part-time enrollment increased by 35.4% at Manitoba's universities for both graduate and undergraduate students. **University Undergraduate and Graduate Enrollment** – between 1999/00 and 2005/06, Manitoba's universities experienced a 36.5% increase in undergraduate enrollment, and a 25.7% increased in graduate enrollment.	College enrollment increased from 44.4% in 2001/02 to 47.9% in 2004/05 for women, and decreased from 55.6% to 52.1% for men. Between 1999/00 and 2004/05, Aboriginal college enrollment increased by 55%. (Procedures for collating Aboriginal enrollment statistics for Manitoba's universities are under development). There were 2,655 new students enrolled in Manitoba's ACCESS Programs between 1999/00 and 2005/06, an average of 380 new students per year. Further information on enrollment and other performance indicators can be found by contacting the Council on Post-Secondary Education or visiting its website at www.copse.mb.ca.

What are we measuring and how?	Why is it important to measure this?	What is the most recent available value for this indicator?	What is the trend over time for this indicator?	Comments/ recent actions/report links
		****College Enrollment** in 2004/05 Full time 12,449 Part time 2,002 Total 14,451 **College Enrollment for 2005/06 is not yet available due to continuous intake of students during the academic year	**College Enrollment** - between 1999/00 to 2004/05, Manitoba's colleges have experienced a 30.8% regular day and apprenticeship enrollment increase	
2. Affordability of post-secondary education by looking at the cost of post-secondary education to students	The cost of post-secondary education to students is a key indicator of affordability of post-secondary education Keeping tuition fees affordable helps make post-secondary education accessible to more and more Manitobans	Tuition Fees paid by students at Manitoba's public post-secondary institutions for the 2005/06 academic year	Stable In 2000/2001, tuition fees were reduced at the public post-secondary institutions by 10% and have remained at that level since then. During that time, university and college enrollments have increased by over 30%.	Manitoba's College tuition is the lowest in Canada, excluding Quebec, which does not charge tuition fees for attending the CEGEPs. Manitoba's University tuition is the third lowest in the country, after Quebec and Newfoundland. (Source: Statistics Canada) Since 2000/01, the Government has provided tuition rebate grants to compensate the post-secondary institutions for providing students with a 10% tuition fee reduction. Tuition rebate grants totaled $12.4 million in 2004/05, and $13.2 million in 2005/06, an increase of 2.4%.
3. Student Success in the post-secondary education system by looking at the degrees, diplomas and certificates awarded by the institutions	A key indicator of student success in the post-secondary education system is the number of degrees, diplomas and certificates awarded by colleges and universities. Research shows that a	Degrees, diplomas and certificates awarded by Manitoba's universities and colleges in 2005 **2005 University Graduates** Bachelor Degree 5,416 Master's Degree 626 Doctoral Degree 100 Medicine & Dentistry 162 Certificate/Diploma 305	Increasing From 1999 to 2005, the total number of university degrees granted increased from 5,441 to 6,609 or 21.5% From 1999 to 2004, the number of college graduates (diploma and certificate)	Among Manitoba's ACCESS Program graduates in 2005, 97% were either employed or continuing their education. 98% of employed graduates were working in areas related to their field of study. Employment rates for ACCESS Program graduates remain impressive from a national perspective. For example, of 150 Aboriginal engineers in Canada, approximately one-third are graduates of

What are we measuring and how?	Why is it important to measure this?	What is the most recent available value for this indicator?	What is the trend over time for this indicator?	Comments/ recent actions/report links
	post-secondary education is important for participation and success in the knowledge economy.	Total 6,609 **2004 College Graduates** Diploma 1,838 Certificate 2,205 Total 4,043 University and College Graduates are reported in the calendar year of graduation	increased from 3,080 to 4,043 or 31.3%	the Engineering ACCESS Program at the University of Manitoba.
4. Capacity at post-secondary institutions by looking at provincial funding provided to the post-secondary institutions • Operating grants • Capital grants	The operating and capital financing provided to universities and colleges in a fiscal year is intended to allow the universities and colleges to operate in such a way that they will not incur any operating deficit in that year.	Operating and Capital grant funding provided to colleges and universities in 2006/07.	Increasing • **Operating Funds** Since 1999/00, the operating grant funding to Manitoba's public universities (excluding University College of the North - UCN) has increased by $61.7 million or 28.7% over the 1999/00 approved funding levels. When the property tax savings projected to 2006 are factored in, the increased resources for universities is 36%. Since 1999/00, the operating grant funding to Manitoba colleges (including UCN) has increased by $16 million or 25.9% over the 1999/00 approved funding levels. When combined with the increased funding under the College Expansion Initiative, the total increase to college	In 2006/07, the government approved a three-year funding commitment towards the operating grants for universities and colleges, including the College Expansion Initiative and ACCESS Programs, based on an increase of 5.8% in 2006/07, 5% in 2007/08 and 5% in 2008/09. Between 1999/00 and 2005/06, funding to the post-secondary system including operating, capital, CEI, tuition rebate grants and all other funding increased by 33%. The Province has contributed $47 million of a $50 million commitment to the University of Manitoba's *Building On Strengths* Campaign. The Province will contribute the remaining $3 million in 2006/07. The establishment of five trust funds including the Post-Secondary Education Infrastructure Trust through bill C-48 will lever immediate funding of $1 billion over two years for provinces and territories. Based on per capita, Manitoba's allocation is $36.3 million over two years.

What are we measuring and how?	Why is it important to measure this?	What is the most recent available value for this indicator?	What is the trend over time for this indicator?	Comments/ recent actions/report links
			funding is $45.4 million or 73.2% since 1999/00. • **Capital Funds** Between 2000/01 and 2006/07, the province will provide $142.8 million to universities and colleges in capital funding, in addition to authorizing the construction of the Red River College Princess Street Campus for $34.9 million, for a total of $177.7 million. In 2006/07, it is projected the government will expend $17.7 million on capital at the colleges and UCN, bringing the total provincial expenditure to over $200 million for post-secondary capital investment since 1999/00.	Some recently government- funded capital projects include: - Wesley Hall at University of Winnipeg ($14 million), - School of Health Studies Building at Brandon University ($5 million), and - Student Centre at Le Collège Universitaire de Saint-Boniface ($2.17 million).

What are we measuring and how?	Why is it important to measure this?	What is the most recent available value for this indicator?	What is the trend over time for this indicator?	Comments/ recent actions/report links
5. Relevance of post-secondary education to provincial priorities by looking at support for programming at the colleges and universities through the: • Strategic Programs • System Restructuring Projects • College Expansion Initiative	The Council supports provincial priorities through its program funding approvals at the colleges and universities. This includes: - **Strategic Programs** support development of new or expanded post-secondary programs that respond strategically to the needs of Manitoba's social, cultural, economic or labour market situations and are complementary to existing programs. - **System Restructuring Projects** are designed to restructure some aspect of the post-secondary system. Examples of projects are those that incorporate learning technologies in the delivery of programs, services that support activities which improve	Strategic Programs, System Restructuring Projects and College Expansion Initiative Programs approved in 2005/06.	Increasing From 2000/01 to 2005/06, the Council has approved 103 new or expanded programs for universities and 109 programs for colleges, for a total of 212 new programs. In 2005/06, the Council approved 21 university (including UCN), and 5 college programs. From 2000/01 to 2005/06, a total of 79 new/expanded college programs/initiatives were funded.	**Strategic Programs** Since 2000/01, the Council has made significant investments in several sectors in the post-secondary system. These include programming for Aboriginal students, nursing, community and health-related professions, information technologies, accessibility initiatives, prior learning assessment and recognition, French language training, infrastructure, industry and business administration. Some recently funded programs are: - Interdisciplinary Masters Program in Disability Studies - Aboriginal Child and Family Services Diploma - Translation Certificate Program - Bachelor of Nursing Degree – Site Transfer - Visual and Aboriginal Arts Studies **System Restructuring Projects** Some recently funded projects are: - Access to Manitoba Historical Resources - Restructuring of Undergraduate Nursing Program at Brandon University - Health Care Aide Program by LearnLinc - Wireless Electronic Library - Cree Language Course Delivery using Virtual Language Lab

What are we measuring and how?	Why is it important to measure this?	What is the most recent available value for this indicator?	What is the trend over time for this indicator?	Comments/ recent actions/report links
• Credit Transfer and Articulation	Aboriginal participation rates, or initiatives the promote use of prior learning assessment and/or enhanced credit transferability and articulation in the system. Projects are funded for up to a maximum of 3 years. - **College Expansion Initiative Programs** support the growth of Manitoba's public college system.		Since 2000/01, the College Expansion Initiative has committed $27.9 million to college system expansion.	**College Expansion Initiative** investments by sector include health, aerospace, information communication technologies, manufacturing/industry, business/tourism, community/human services, agriculture and natural resources, Princess Street Campus and strategic interventions. Some recently funded programs are: - Police Studies Certificate - Digital Multimedia – 3D Animation - Life Sciences & Biotechnology Initiative - Northern Nursing Expansion **Credit Transfer and Articulation** - In May 2005, the Council approved funds for a pilot project on analysis of Articulation of Manitoba's Post-Secondary Programs in Environmental Studies.

Conseil de l'enseignement
postsecondaire du Manitoba

Rapport annuel
2005-2006

Manitoba

BUREAU DU MINISTRE
ENSEIGNEMENT POSTSECONDAIRE ET FORMATION PROFESSIONELLE

Bureau 156
Palais législatif
Winnipeg, (Manitoba) R3C 0V8
CANADA

Son Honneur l'honorable John Harvard, C.P., O.M.
Lieutenant-gouverneur du Manitoba
Palais législatif, bureau 235
Winnipeg (Manitoba) R3C 0V8

Votre Honneur,

J'ai le privilège de présenter à Votre Honneur, à titre d'information, le rapport annuel du Conseil de l'enseignement postsecondaire pour l'exercice qui s'est terminé le 31 mars 2006.

Veuillez agréer, Votre Honneur, l'expression de ma haute considération.

La ministre,

Diane McGifford

Diane McGifford, Ph.D.

Le 8 septembre 2006

Madame Diane McGifford
Ministre de l'Enseignement postsecondaire et de la Formation professionnelle
Palais législatif, bureau 162
Winnipeg (Manitoba) R3C 0V8

Madame la Ministre,

J'ai l'honneur, par la présente, de vous présenter aux fins d'approbation le neuvième rapport annuel du Conseil de l'enseignement postsecondaire pour l'exercice se terminant le 31 mars 2006.

La neuvième année de fonctionnement du Conseil a été marquée par plusieurs activités concernant les programmes, les politiques, les finances et la responsabilisation. En 2005-2006, le Conseil a approuvé une enveloppe de 1 280 000 $ pour de nouveaux programmes stratégiques, ainsi que la somme de 515 000 $ pour soutenir des projets visant à restructurer certains aspects du système d'éducation postsecondaire. Dans le cadre de l'initiative d'expansion des collèges, le Conseil a approuvé un fonds de 1 614 000 $ destinés aux programmes collégiaux nouvellement créés ou élargis.

Le secrétariat du Conseil poursuit sa participation à plusieurs activités en matière de politiques, principalement dans les domaines des soins infirmiers et de l'éducation à la santé, de l'évaluation et de la reconnaissance des acquis, des programmes Accès, de l'éducation des Autochtones, des transferts de crédits et de l'articulation des programmes et d'une grande participation à de nombreux comités. En plus, le secrétariat du Conseil a poursuivi son travail sur les projets portant sur l'établissement du coût, les indicateurs des programmes et la politique cadre sur la responsabilisation, ainsi que sur les consultations avec des représentants d'étudiants et bon nombre d'autres projets.

Conformément à la nouvelle initiative de l'évaluation du rendement gouvernementale, vous trouverez dans l'annexe A des exemples d'indicateurs de performance du Conseil. Les rapports d'évaluations du rendement seront produits chaque année.

De plus, pour la quatrième année consécutive, le Recueil des statistiques sur CD-ROM est distribué avec le présent rapport annuel

Un bilan vérifié ainsi qu'un état financier vérifié des recettes et des dépenses du Conseil figurent dans ce rapport.

Veuillez agréer, Madame la Ministre, l'expression de mes salutations les plus respectueuses.

Le président,

Don Robertson

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Chapitre I

1.0 Orientation stratégique du Conseil de l'enseignement postsecondaire

1.1 Vue d'ensemble

Le Conseil de l'enseignement postsecondaire (CEP) est l'organisme provincial chargé de planifier et de coordonner le développement d'un système d'enseignement postsecondaire qui favorise l'excellence et l'accès à l'éducation. En vertu d'une loi de l'Assemblée législative du Manitoba adoptée en novembre 1996, le Conseil est entré en fonction en avril 1997. Son mandat est de faciliter la coordination et l'intégration du système d'enseignement postsecondaire, d'examiner et d'approuver les programmes offerts dans les universités et les collèges, de dispenser des conseils et des lignes directrices en matière de politiques au gouvernement et de promouvoir la responsabilité financière au sein du système d'enseignement postsecondaire.

L'une des responsabilités du Conseil consiste à allouer des fonds aux sept établissements postsecondaires publics de la province que sont l'Université du Manitoba, l'Université de Winnipeg, l'Université de Brandon, le Red River College, l'Assiniboine Community College, le Collège universitaire du Nord et le Collège universitaire de Saint-Boniface, lequel comprend l'École technique et professionnelle. Il lui incombe également d'accorder des subventions à la Canadian Mennonite University ainsi qu'à certains collèges confessionnels privés du Manitoba, soit au Steinbach Bible College, au Providence College and Seminary et au William & Catherine Booth College. Il finance en outre le Winnipeg Technical College.

Le Conseil agit comme intermédiaire entre les établissements postsecondaires et le gouvernement. Il se compose de 11 membres, dont un président, nommés par le lieutenant-gouverneur en conseil. Sous l'autorité du Conseil, un secrétariat composé de neuf fonctionnaires provinciaux entreprend une gamme de projets et d'activités dans le but de remplir le mandat énoncé dans la *Loi sur le Conseil de l'enseignement postsecondaire* et de réaliser les objectifs établis par le Conseil et par l'Enseignement postsecondaire et la Formation professionnelle. En collaboration avec les universités et les collèges, le secrétariat apporte aussi son soutien aux membres du Conseil au chapitre de l'élaboration des lignes directrices et du respect de leurs obligations en matière de responsabilité financière.

1.2 Mandat

Comme le prévoit la *Loi sur le Conseil de l'enseignement postsecondaire*, le mandat du Conseil est « ...de planifier et de coordonner le développement, dans la province, d'un système d'enseignement postsecondaire favorisant l'excellence et l'accessibilité dans le domaine de l'enseignement, d'appuyer la coordination et l'intégration des services et des installations, et de favoriser la responsabilisation financière. »

1.3 Planification stratégique

Le secrétariat du Conseil a poursuivi la mise en œuvre de son Plan stratégique et de son Plan d'activités de trois ans.

Le Conseil a intégré au Plan stratégique et au Plan d'activités les buts et priorités qui figurent dans le Plan stratégique d'Enseignement postsecondaire et Formation professionnelle, dans la *Stratégie de la formation professionnelle du Manitoba* et dans le *Cadre pour l'éducation et la formation professionnelle des Autochtones*.

1.3.1 Lignes directrices

Pour orienter son travail, le Conseil s'appuie sur les lignes directrices suivantes :

Les décisions du Conseil seront :

- à propos;
- fondées sur les faits;
- conformes à une approche systémique;
- consultatives;
- en rapport avec les priorités sociales, culturelles et économiques.

Le Conseil :

- adoptera une démarche proactive;
- favorisera l'innovation dans les programmes;
- incitera les établissements à coopérer et à promouvoir la transférabilité des titres de compétences obtenus dans un autre établissement;
- encouragera les établissements à proposer des programmes pertinents;
- soulignera l'importance de l'enseignement postsecondaire;
- encouragera la conduite de projets de recherche conformes aux priorités du Manitoba;
- favorisera l'application de la technologie.

Le système d'enseignement postsecondaire sera :

- rentable;
- accessible;
- responsable;
- centré sur l'apprenant;
- ouvert;
- articulé et intégré;
- pertinent.

1.3.2 Buts du Conseil

1. Agir comme catalyseur en vue d'améliorer l'accessibilité à l'enseignement postsecondaire de la province, particulièrement pour les Manitobains d'ascendance autochtone et pour les autres groupes sous-représentés.

2. Agir comme catalyseur en vue d'améliorer la rétention des étudiants et l'obtention de diplômes au niveau de l'enseignement postsecondaire.

3. Promouvoir l'enseignement postsecondaire au Manitoba en tant que système.

4. Appuyer des mécanismes qui favoriseront une infrastructure durable de l'enseignement postsecondaire au Manitoba.

5. Améliorer l'interaction entre le Conseil et la communauté postsecondaire.

6. Créer et mettre en œuvre de nouveaux mécanismes de responsabilisation pour le système postsecondaire.

1.3.3 Consultations

Dans le cadre de ses activités d'établissement des prévisions budgétaires annuelles, le Conseil a rencontré comme chaque année des représentants de la haute administration et d'organisations d'étudiants et de professeurs. Par ailleurs, le secrétariat du Conseil a poursuivi ses consultations auprès des représentants des étudiants.

Chapitre II

2.0 Activités du Conseil de l'enseignement postsecondaire

La neuvième année d'existence du Conseil a été marquée par un grand nombre d'activités importantes en rapport étroit avec les buts stipulés dans le Plan d'activités et le Plan stratégique du Conseil.

Les activités courantes qui s'inscrivent dans le cadre du travail du Conseil et du personnel du secrétariat sont réparties entre les domaines suivants :

1. programmes;
2. lignes directrices;
3. finances;
4. obligation de rendre compte.

2.1 Programmes

2.1.1 Enveloppe destinée aux programmes stratégiques

L'Enveloppe a pour objet d'octroyer des fonds supplémentaires aux établissements postsecondaires pour l'élaboration de programmes nouveaux ou élargis. Ces programmes doivent répondre stratégiquement aux besoins sociaux, culturels et économiques ou à la situation du marché du travail du Manitoba, et compléter les programmes existants. Cette Enveloppe a financé exclusivement les activités universitaires, puisque l'Initiative d'expansion des collèges a subventionné les programmes offerts dans les collèges.

Les fonds de l'Enveloppe étant limités, chaque université a été appelée à classer par ordre de priorité les programmes proposés. Le Conseil a ensuite examiné la demande de chaque université par rapport à l'ensemble des demandes reçues, le but étant une utilisation optimale des ressources en fonction de l'objet mentionné ci-dessus.

En 2005-2006, dans le cadre de l'Enveloppe destinée aux programmes stratégiques, le Conseil a approuvé un total de 1 280 000 $ pour les nouveaux programmes. Ces programmes comprennent :

Université de Brandon

- ***Bachelor of Science in Psychiatric Nursing [baccalauréat ès sciences en soins infirmiers psychiatriques] (campus de Winnipeg) - (353 000 $ sur trois ans; 132 000 $ en 2005-2006; 10 000 $ non récurrents)***

Afin de répondre à la demande d'infirmières et infirmiers en soins psychiatriques au Manitoba, le programme Bachelor of Science in Psychiatric Nursing [baccalauréat ès sciences en soins infirmiers psychiatriques] de l'Université de Brandon a été élargi de façon à permettre une augmentation de 20 étudiants par année au campus de Winnipeg.

L'expansion du programme aidera à combler la demande de 50 diplômés en soins infirmiers psychiatriques par an, compte tenu des besoins actuels du système et des postes vacants, de la déperdition d'étudiants et des départs en retraite. Cela aidera aussi à atténuer les pénuries de personnel en soins infirmiers dans les centres spécialisés en santé mentale de la province.

Université du Manitoba

- ***Reconduction des programmes Accès – Phase 2 – (26 800 $)***

Dans le cadre de la reconduction courante des programmes Accès, le Conseil a subventionné une initiative qui créera des outils efficaces d'évaluation des programmes, assortis d'objectifs d'apprentissage clairs et d'indicateurs de performance clés, qui serviront à évaluer la réussite des programmes Accès sur le plan quantitatif et sur le plan qualitatif. La reconduction comprend trois éléments : 1) un programme d'orientation élaboré; 2) une évaluation du modèle de transition de deux ans; et 3) le développement de nouveaux programmes Accès consacrés aux carrières en santé.

- ***Articulation du projet pilote du Manitoba de programmes postsecondaires en études environnementales – (15 000 $ non récurrents)***

Le Conseil a participé à une initiative de transfert des crédits et d'articulation dans divers domaines scolaires afin d'optimiser les ressources pédagogiques dans les établissements postsecondaires de la province. Les comités d'articulation ont été reconnus comme le mécanisme essentiel pour la facilitation du transfert de crédits entre établissements. Dans le cadre de cette initiative, le Conseil a subventionné un projet pilote qui utilise les ressources d'Eco Canada afin d'améliorer le guidage du développement et de la mise en place de programmes en études environnementales.

Université de Winnipeg

- ***Graduate Program Participation Fund [fonds de participation aux programmes d'études supérieures] – (120 000 $ sur trois ans; 50 000 $ en 2005-2006)***

Le Conseil a approuvé l'établissement du Graduate Program Participation Fund [fonds de participation aux programmes d'études supérieures], qu'utilisera l'Université de Winnipeg pour absorber les frais de mise en disponibilité des membres du corps professoral qui désirent contribuer à l'enseignement et à l'encadrement des étudiants de deuxième et de troisième cycles à l'Université du Manitoba. L'adoption de mesures visant à régulariser la collaboration entre universités dans le domaine des études de deuxième et de troisième cycles aura un effet considérable sur le dynamisme et la durabilité des programmes d'études supérieures.

Collège universitaire de Saint-Boniface

- ***Programme de formation des enseignants de français – (83 300 $ sur deux ans; 62 500 $ en 2005-2006)***

Pour l'aider dans son mandat de formation des professeurs de français du Manitoba, le Collège a reçu une subvention qui lui permettra de mieux répondre à son obligation d'assurer l'enseignement du français au Collège, à l'Université du Manitoba et à l'Université de Winnipeg. Le Collège pourra aussi travailler en plus étroite collaboration avec les divisions scolaires qui devront combler les besoins de formation en français langue seconde des enseignants. On prévoit que la demande de formation à l'enseignement en français augmentera en raison de l'imminence des départs en retraite qui se produiront dans les prochaines années et de la pénurie actuelle de personnel qualifié pour l'enseignement du français.

Programmes approuvés n'ayant pas nécessité de financement

Université de Brandon

- ***Bachelor of Arts in Rural and Community Studies [baccalauréat ès arts en études rurales et en études communautaires] (4 ans spécialisé, majeure et mineure)***

Ce programme transforme en programme de quatre ans l'actuel programme de trois ans de Bachelor of Arts in Rural and Community Studies [baccalauréat ès arts en études rurales et en études communautaires] de l'Université de Brandon. Il ouvre d'autres horizons aux personnes attirées par une spécialité, une majeure ou une mineure au sein du programme conduisant à un grade. Les étudiants ont la possibilité de se modeler un diplôme individualisé et sur mesure qui combine les cours en études rurales et en études communautaires que prévoient les disciplines traditionnelles. En outre, les étudiants y acquièrent une meilleure compréhension des questions sociales, économiques et environnementales auxquelles sont confrontées les régions rurales et, par le fait même, la base de compétences nécessaire pour aider les citoyens de ces régions à se préparer et à s'adapter à ces questions. On s'attend à ce que les diplômés fassent carrière dans la fonction publique et dans les secteurs non gouvernementaux et privés - plus précisément en développement économique et communautaire, planification de la politique rurale, gestion et gouvernance rurales, patrimoine culturel et tourisme, et développement des petites entreprises.

- ***Bachelor of Applied Disaster and Emergency Studies [baccalauréat - études appliquées en mesures d'urgence en cas de catastrophe] - Modifications***

Le Conseil a approuvé que soient apportées des modifications à l'Applied Disaster and Emergency Studies Program (ADES) [programme d'études appliquées en mesures d'urgence en cas de catastrophe], dont la première approbation remonte à 2001. Les étudiants continueront d'obtenir un baccalauréat ès arts ou sciences, mais dorénavant le diplôme sera assorti d'une majeure en ADES pour des raisons de conformité avec la structure de majeures et de mineures de l'Université de Brandon. De plus, une majeure

en ADES sera offerte en complément des majeures dans d'autres disciplines. Ces modifications créeront une approche multidisciplinaire qui permettra aux étudiants de concevoir un programme conforme à leurs intérêts particuliers et a leurs points forts.

Université du Manitoba

- ***Ph.D. in Peace and Conflict Studies [doctorat en études sur la paix et les conflits]***

Le premier du genre au Canada, le Ph.D. in Peace and Conflict Studies [doctorat en études sur la paix et les conflits] est un diplôme d'études postuniversitaires qui offre aux étudiants des possibilités de perfectionner leurs connaissances, leurs recherches et leur expérience dans le domaine des études sur la paix et la résolution des conflits. Dispensé au Arthur V. Mauro Centre for Peace and Justice, le diplôme de doctorat s'appuie sur les solides bases de connaissances et d'habiletés développées durant les études de maîtrise, dans l'une ou l'autre des disciplines. Le programme englobe l'analyse et la résolution des conflits sociaux, la recherche de la paix qui examine les racines structurelles des inégalités, des discussions et des conflits sociaux, et les stratégies conduisant au développement de la collectivité et à la promotion de la justice sociale. Les possibilités d'emploi qui s'offriront aux diplômés se retrouveront vraisemblablement dans les universités, les gouvernements, les organismes internationaux, les organismes sans but lucratif, les entreprises et d'autres institutions.

- ***Majeures de premier cycle (générales et avancées) en études italiennes***

Ce programme étend la mineure existante en langue italienne. Il accorde davantage d'importance à l'apprentissage de la langue et aux habiletés de traduction, dans le contexte d'une sensibilisation large à l'histoire italienne/romaine et à ses contributions à l'art et à la culture. Les étudiants acquerront une large perspective culturelle et historique, ainsi que les connaissances et habiletés particulières qui conviendront à des carrières dans les secteurs de la culture, de la création et des services au sein d'environnements comme l'économie, l'industrie des voyages, l'enseignement, la traduction et le commerce international. Le programme reçoit un soutien financier de l'importante et dynamique communauté italienne, à Winnipeg et à l'étranger, dont il contribue à la vitalité.

- ***Masters of Science in Environment and Geography [maîtrise ès sciences en environnement et géographie]***

Résultats du réaménagement des programmes scolaires au sein de la Clayton H. Riddell Faculty of Environment, Earth, and Resources, le programme de Masters of Science in Environment and Geography [maîtrise ès sciences en environnement et géographie] vise plusieurs objectifs. Il : a) permet aux diplômés possédant une formation en géographie et en géomatique d'obtenir dans leur grade la distinction qui leur permettra de compétitionner pour un emploi et autres débouchés professionnels; b) reconnaît dans la géomatique une nouvelle discipline qui comprend la collecte de données spatiales et les techniques d'analyse; c) accroît la visibilité des possibilités de recherche et de formation en géographie physique ou géomatique que n'englobent pas les programmes existants; et d) procure un continuum de formation en approches de la géographie et de

l'environnement par le biais des sciences naturelles, qui sont déjà en place à l'Université du Manitoba.

La demande pour ce programme devrait augmenter au fur et à mesure que se présenteront des détenteurs de diplômes universitaires de premier cycle en matières connexes. En outre, les systèmes d'information géographique (SIG) sont devenus indispensables à de nombreux domaines, comme la gestion des ressources et la sécurité publique. Ils créent une demande considérable sur le plan de l'expertise technique, en particulier au sein des organismes gouvernementaux comme Environnement Canada.

- ***Ph.D. in Architecture [doctorat en architecture]***

Seul du genre au Canada et l'un des rares en Amérique du Nord, ce programme multidisciplinaire conduit à un doctorat en architecture selon deux filières - l'une en Design [design] et l'autre en Planning [planification]. La filière design capitalise sur le potentiel du corps professoral en architecture, aménagement urbain, conception intérieure et aménagement paysager et sur celui de nouveaux programmes de recherche connexes en structures de bâtiments, théorie du design et design durable. La filière planification se concentre sur les programmes plus larges de recherche en planification qui voient le jour à la faculté. Bien que complémentaires, les deux filières s'adressent à des intérêts spécifiques en recherche sur les deux échelles de disciplines élargies, offrent une possibilité accrue d'attirer des universitaires de haut calibre, et se spécialisent dans des domaines du design et de la planification que seules dispensent quelques universités en Amérique du Nord. On s'attend à ce que les diplômés fassent carrière dans l'industrie et en pratique privée et qu'ils visent des postes en enseignement, au Canada et à l'étranger.

- ***Masters of Public Health [maîtrise en santé publique]***

Le programme de Masters of Public Health [maîtrise en santé publique], qui dépend du département des sciences de la santé communautaire, dispense un programme de travaux de cours/stages pratiques conduisant à la maîtrise et sanctionné par un diplôme de renommée internationale. Le programme enseigne les connaissances et les habiletés dans le secteur de la santé dans les collectivités et de la santé publique, fournissant notamment une assise en sciences fondamentales de la santé dans les collectivités, en évaluation des besoins en santé des collectivités, en planification et évaluation des programmes, en principes de prévention et de promotion de la santé au sein de la population, en gestion des services de santé, et en administration et élaboration de politiques. Les étudiants font aussi un stage supervisé de trois mois dans un organisme de santé communautaire ou gouvernemental approuvé. Le programme devrait contribuer à combler les besoins en formation et en capacité accrues dans le domaine des sciences de la santé communautaire compte tenu des questions majeures qui ont surgi récemment en santé publique.

Collège universitaire de Saint-Boniface

- ***Diplôme avancé en leadership pour la jeune enfance (subventionné par Services à la famille et Logement Manitoba)***

Le diplôme avancé en leadership pour la jeune enfance vise à combler un besoin identifié dans la communauté francophone. Il se présente comme un programme multidisciplinaire qui se déroule entièrement en français et il est en grande partie dispensé en ligne. Le programme prépare les étudiants à gérer des centres de la petite enfance pour les enfants et les familles, à donner des consultations en développement de l'enfant, à dispenser des programmes de formation des parents, à coordonner les garderies autorisées au Manitoba et à s'occuper d'éducation de l'enfance en difficulté dans les garderies. Les diplômés devraient trouver des postes de direction dans le domaine des soins éducatifs à la petite enfance.

Dans le cadre de l'Enveloppe destinée aux programmes stratégiques, le Conseil a accordé des fonds supplémentaires permanents en 2005-2006 pour les programmes existants dont la liste suit, qui ont été approuvés au cours des exercices précédents.

Université de Brandon

- *Visual and Aboriginal Arts Studies (VAAS) Program [programme d'études en arts visuels et autochtones] - (422 200 $ sur trois ans; 63 000 $ en 2005-2006)*

- *Bachelor of Nursing Degree [baccalauréat en sciences infirmières] – (897 100 $ au total; 816 100 $ transférés de l'Université du Manitoba à l'Université de Brandon; nouveaux fonds de 81 000 $ sur deux ans; 74 000 $ en 2005-2006)*

- *Bachelor of Arts in Creative Arts [baccalauréat ès arts en activités créatives] - (63 000 $ en 2005-2006)*

Collège universitaire de Saint-Boniface

- *Baccalauréat spécialisé et certificat en traduction – (233 700 $ sur trois ans; 88 900 $ en 2005-2006)*

Université du Manitoba

- *Aboriginal Child and Family Services Diploma [diplôme des services à l'enfant et à la famille autochtones] (cours à temps plein) - (1 403 100 $ sur six ans; 269 300 $ en 2005-2006)*

- *Manitoba Research Data Centre - (150 000 $ sur trois ans; 50 000 $ en 2005-2006)*

- *Centre in Transportation, Logistics and Supply Chain Management [centre spécialisé en transport, logistique et gestion de chaîne d'approvisionnement] - (400 000 $ sur quatre ans; 160 000 $ en 2005-2006)*

- *Masters of Arts in School Psychology [maîtrise ès arts en psychologie scolaire] – (342 800 $ sur trois ans; 285 900 $ en 2005-2006)*

Université de Winnipeg

- *Three-year and Honours Majors in Aboriginal Self-Governance [programme de trois ans en autonomie politique autochtone] - (205 500 $ sur trois ans; 8 600 $ en 2005-2006)*

- *Masters Program in Marriage and Family Therapy [maîtrise en thérapie conjugale et familiale] - (90 900 $ sur trois ans; 9 500 $ en 2005-2006)*

- *Counselling and Career Services [services de counseling et d'orientation professionnelle] – (181 500 $ sur trois ans; 65 600 $ en 2005-2006)*

2.1.2 Enveloppe destinée à la réorganisation du système

L'Enveloppe a pour but d'appuyer des projets qui permettent de restructurer certains aspects de l'enseignement postsecondaire au Manitoba. Le Conseil a appuyé, à titre d'exemple, des projets pour incorporer la technologie dans la prestation de programmes, des services relatifs à des activités pour augmenter le taux de participation des Autochtones au collège communautaire ou à l'université, des initiatives pour favoriser l'évaluation des acquis ou faciliter le transfert des crédits et une meilleure articulation des programmes dans le système postsecondaire. Le Conseil finance les projets de réorganisation du système pendant un maximum de trois ans.

Il a alloué un total de 515 000 $ au soutien des projets de réorganisation ci-dessous dans les collèges et universités du Manitoba en 2005-2006.

Université du Manitoba

- ***Amélioration de l'accès aux ressources historiques du Manitoba – (166 800 $ sur trois ans; 54 000 $ pour commencer en 2006-2007)***

Ce projet procure un accès amélioré aux ressources historiques du Manitoba, c.-à-d. journaux, lettres et autres publications, en rapprochant les sources primaires et secondaires qui sont utiles à la recherche historique. Cette information sera mise à la disposition des étudiants et des professeurs de diverses disciplines dans les quatre universités subventionnées de la province qui sont partenaires de ce projet. La documentation sera convertie en microfilm puis numérisée selon les normes nationales. Le matériel sera réuni et installé dans un portail scientifique (www.manitobia.ca), dans le cas des documents publiés comme dans celui des documents d'archives.

Université de Winnipeg

- ***Adult Learners Office [bureau des apprenants adultes] – (120 000 $ sur trois ans; 40 000 $ en 2005-2006)***

Le Conseil a approuvé une subvention qui sera consacrée à l'établissement d'un bureau des apprenants adultes dont le mandat sera d'offrir une gamme ciblée de services pour les apprenants adultes à l'Université de Winnipeg. Le bureau dispensera des services du premier point de contact jusqu'à l'obtention du diplôme et agira comme facilitateur et défenseur des personnes constituant sa clientèle. Le bureau dispensera notamment les services suivants : conseils, recrutement, programmation et planification scolaire.

Collège universitaire de Saint-Boniface

- ***Certificat en français enrichi et projet de matériel pédagogique – (120 000 $ sur trois ans; 40 000 $ en 2005-2006)***

Pour mieux répondre aux besoins de formation des apprenants, le Collège a conçu un projet multiphase dans le but de restructurer les cours de langue française conduisant à un certificat enrichi. Le projet comprend aussi une refonte du matériel pédagogique et sa remise à niveau avec les pratiques d'enseignement courantes, dont le développement se fera en même temps que le programme de certificat enrichi. Le matériel de cours fournira des outils de soutien pour les étudiants et pour le corps enseignant sur les sites Web de soutien pédagogique du Collège.

Collège universitaire du Nord

- ***Cree Language Course Delivery using Virtual Language Lab [cours en langue cri au moyen du laboratoire de langues virtuel] – (40 000 $ non récurrents)***

Pour contribuer au respect de son engagement d'enseignement à la population dans sa communauté, le Collège universitaire du Nord offrira deux cours en langue cri dans un format d'apprentissage distribué à des apprenants de communautés autochtones, du Nord, et éloignées. Le laboratoire de langues virtuel fonctionnera comme un laboratoire de langues normal et comme une salle de classe ordinaire. Il assurera la communication directe et interactive et permettra à l'enseignant d'animer des activités de groupe. Les cours s'adressent principalement aux étudiants qui s'inscriront au programme conduisant à un Bachelor of Arts [baccalauréat ès arts], avec majeure en Aboriginal and Northern Studies [études autochtones et du Nord].

2.1.3 Projets financés au cours des exercices précédents

En 2005-2006, les projets existants, qui ont été approuvés au cours des exercices précédents et dont la liste suit, ont reçu des fonds destinés à la réorganisation du système.

Assiniboine Community College

- *Building on success: The continuation of support and services for Aboriginal students [s'inspirer de la réussite : continuer à offrir soutien et services aux élèves autochtones] – (150 000 $ au total; 50 000 $ en 2005-2006)*

Red River College

- *Curriculum and Learning Resources Performance Support Web Environment [environnement Web pour le soutien au rendement - programmes d'études et ressources d'apprentissage] – (150 000 $ au total; 50 000 $ en 2005-2006)*

Collège universitaire du Nord

- *Health Care Aide Program by LearnLinc [classes virtuelles LearnLinc pour la formation d'aides-soignants] – (150 000 $ au total; 50 000 $ en 2005-2006)*

Université de Brandon

- *Restructuration du programme des sciences infirmières de premier cycle de l'Université du Manitoba (site de Brandon) à l'Université de Brandon - (210 000 $ au total; 60 000 $ en 2005-2006)*

- *Quality Learning at a Distance by Technology Enhancement [apprentissage à distance de qualité grâce à des améliorations technologiques] – (68 000 $ au total; 31 000 $ en 2005-2006)*

Collège universitaire de Saint-Boniface

- *Encadrement du personnel du Service de perfectionnement linguistique et soutien en intégration de la langue aux diverses disciplines – (150 000 $ au total; 50 000 $ en 2005-2006)*

Université du Manitoba

- *Reconduction des programmes Accès – (150 000 $ au total; 50 000 $ en 2005-2006)*

2.1.4 Autres projets financés par le Conseil

Les autres projets financés par le Conseil en 2005-2006 comprennent :

Université du Manitoba

- ***Extension du programme Accès Bachelor of Social Work [baccalauréat en travail social], de l'Initiative de protection de l'enfance pour les Autochtones – (270 000 $ au total; 20 000 $ pour commencer en 2007-2008)***

Le Conseil a approuvé une extension de un an du programme Accès Bachelor of Social Work [baccalauréat en travail social] de l'Initiative de protection de l'enfance pour les Autochtones. Cela permettra d'accueillir un quatrième groupe d'élèves. L'extension du programme fait partie d'autres initiatives conçues pour appuyer le transfert de la responsabilité de la protection de l'enfance aux collectivités autochtones et pour s'attaquer au besoin d'augmentation du nombre de travailleurs sociaux d'origine

autochtone. Les fonds du programme seront affectés au recrutement et à la sélection des étudiants, à la dotation en personnel, au développement des programmes et aux mesures d'efficacité fiscale.

Université de Winnipeg

- ***College and University Bound Program [programme préparatoire collégial et universitaire] – (30 000 $)***

Le College and University Bound (CUB) Program [programme préparatoire collégial et universitaire] est un partenariat entre l'Université de Winnipeg, le Red River College et la Division scolaire de Seven Oaks, qui vise à aider les élèves qui seraient susceptibles de ne pas s'intéresser à l'enseignement postsecondaire après l'obtention du diplôme secondaire, même s'ils ont le potentiel scolaire de le faire. Le Conseil a subventionné l'initiative de manière permanente afin de confier à un coordonnateur à temps plein le soin d'administrer l'effectif de 175 élèves inscrits au programme. Ce type de programme est considéré comme l'une des interventions les plus efficaces auprès des élèves de statut socio-économique modeste, car il permet efficacement de rompre ce cycle et de générer des initiatives à caractère éducatif ou autre.

Collège universitaire du Nord

- ***University 1 [université 1] et University 1 - Advantage [université 1 - avantage] – (550 000 $ en 2005-2006 à l'intérieur du crédit budgétaire 2005-2006 approuvé du Collège universitaire du Nord)***

Dans le cadre de son nouveau programme de premier cycle (en cours d'élaboration), le Collège universitaire du Nord offrira Year One University [université 1]. University 1 [université 1] est un programme de première année qui procure aux apprenants une base solide de compétences scolaires et une base de connaissances dans un contexte approprié sur le plan culturel. University 1 est offert à Thompson, The Pas et à Flin Flon. Afin de mieux répondre encore aux besoins des apprenants, le Collège universitaire du Nord offrira aussi University 1 - Advantage à la nation crie de Norway House, à la nation crie de Tataskweyak (Split Lake) et à Thompson. Dans ce programme cohorte, les apprenants travaillent avec un instructeur principal durant les dix mois et leur progression dans leurs études universitaires s'effectue dans le contexte d'un groupe d'apprenants.

Le programme devrait accueillir des diplômés du secondaire, séquentiels et non séquentiels, des diplômés des programmes d'éducation des adultes, des diplômés d'autres programmes et institutions postsecondaires, des étudiants adultes et d'autres personnes employées dans les services sociaux et domaines semblables. Il sera également d'un intérêt particulier pour les Autochtones résidant dans le nord du Manitoba.

2.1.5 Initiative d'expansion des collèges

L'Initiative favorise la croissance du système de collèges publics du Manitoba. Pour ce faire, son personnel collabore avec les trois collèges publics, le Collège universitaire du Nord et le Conseil de l'enseignement postsecondaire.

Il a ainsi élaboré des plans d'expansion avec le Red River College, l'Assiniboine Community College, le Collège universitaire du Nord et l'École technique et professionnelle. Ces plans expriment la vision de chaque établissement par rapport à un domaine d'expansion qui mise sur ses atouts particuliers.

Le personnel de l'Initiative soumet au Conseil, aux fins d'approbation, tous les projets reçus, car c'est à ce dernier qu'incombe le financement des activités d'expansion.

Les investissements de l'Initiative dans le système collégial du Manitoba en 2005-2006 ont totalisé 1 614 000 $. Les programmes et les initiatives stratégiques de l'Initiative que le Conseil a approuvés en 2005-2006 comprennent notamment :

Assiniboine Community College

- ***Police Studies Certificate [certificat en études et techniques policières] – (231 000 $ en financement permanent; 281 000 $ en 2005-2006 dont 50 000 $ non récurrents)***

Ce programme avec certificat sera offert en partenariat avec le Service de police de Brandon (SPB). Il dispensera la formation pratique et scolaire nécessaire à l'obtention d'un certificat d'agent de police. Le Collège adaptera le programme d'études de Justice Manitoba, qui permet aux diplômés d'être employés par tout corps de police du Manitoba. Dès la fin du programme, le SPB fournira aux diplômés une période de formation additionnelle de six semaines, qui portera sur les armes à feu, la conduite automobile et la sécurité des agents. La mise en œuvre d'un tel programme dans la région de l'Ouest visera à résorber une lacune de longue date sur le plan des effectifs dans ce secteur et permettra aux forces policières de disposer d'un plus grand réservoir de recrues compétentes pour voir aux postes vacants et remédier à l'attrition prévue au sein de la GRC et des services de police provinciaux, municipaux et autochtones.

Red River College

- ***Power Engineering Diploma Program [programme menant à un diplôme en électrotechnique] – (219 900 $ en financement permanent; 228 500 $ en 2005-2006)***

Pour tenir compte de l'évolution des exigences en matière de délivrance de permis pour les électrotechniciens, le Conseil a approuvé la mise en place d'un programme de deux ans normalisé et reconnu à l'échelle nationale qui conduira à un diplôme en électrotechnique. Le programme prévoit des améliorations au programme d'études, comme l'exigent les normes sectorielles et nationales de reconnaissance professionnelle, et règle le problème du temps de laboratoire et de la préparation des élèves à l'accession à des classifications plus élevées. Le programme offrira à la fin de la première année une

porte de sortie selon laquelle les élèves pourront obtenir un diplôme avec certificat en électrotechnique. Dès l'obtention du diplôme, les élèves auront acquis les connaissances, les habiletés, les compétences et l'expérience nécessaires à un emploi de débutant dans l'industrie de l'électrotechnique.

- ***Microcomputer Applications Diploma Program [programme menant à un diplôme en applications de la micro-informatique] – (197 900 $ en financement permanent; 206 600 $ en 2005-2006)***

Le Conseil a approuvé l'expansion du programme de un an menant à un diplôme en applications de la micro-informatique, qui devient un programme de deux ans menant à un diplôme, avec date de sortie facultative après un an. À la fin de la première année, les participants seront admissibles à un Information and Office Assistant Certificate [certificat d'aide-commis en systèmes d'information et travail de bureau]. À la fin de la seconde année, les participants seront admissibles à un Information and Office Administration diploma [diplôme en systèmes d'information et en administration de bureau]. Le programme menant à un diplôme est conçu spécifiquement pour les apprenants autochtones. Il offre une formation avancée en applications informatiques, en introduction à la comptabilité, en administration de bureau, en recherche, en rédaction de rapports, en présentation, etc. Les diplômés seront préparés au travail dans l'environnement d'un bureau à un poste administratif supérieur, en tant que chef de bureau ou commis principal à l'administration.

- ***Digital Multimedia – 3D Animation Program [technologies numériques multimédias - animation 3D] – (251 800 $ au total; 231 300 $ en 2005-2006)***

Ce programme de un an mène à un diplôme avancé en technologies numériques multimédias : spécifiquement, techniques d'animation 3D, création de jeux vidéo, et autres aspects de la création de contenu 3D. Il attirera des diplômés du programme de technologies numériques multimédias ainsi que des spécialistes en conception graphique et en nouveaux médias. Les élèves développeront des habiletés en animation 3D, en modélisation, en techniques de production numérique, en composition d'images, etc. Le programme contribuera à répondre à la demande croissante de spécialistes en contenu 3D au Manitoba, et notamment aux besoins de production d'effets spéciaux dans l'industrie cinématographique et la création de jeux vidéo, et dans d'autres applications, comme l'architecture, le dessin industriel et les simulations médicales.

- ***New Chemistry Lab [nouveau laboratoire de chimie] – (130 000 $ non récurrents)***

Le Conseil a approuvé une subvention non récurrente de 130 000 $ en soutien à la construction d'un nouveau laboratoire de chimie au Red River College.

- ***Medical Laboratory and Medical Radiologic Technologist Training Programs [programmes de formation des technologues de laboratoire médical et des technologues en radiologie médicale]***

Le Red River College a reçu 250 000 $ pour étendre les programmes de formation des technologues de laboratoire médical et des technologues en radiologie médicale.

Collège universitaire du Nord

- ***Educational Assistant Certificate Program [programme menant à un certificat d'auxiliaire d'enseignement] – (150 000 $ non récurrents; 69 000 $ en réaffectation du budget actuel du CUN; 81 000 $ en 2005-2006)***

Ce programme de certificat est conçu pour inculquer aux élèves les connaissances et les habiletés qui leur permettront de dispenser une aide en enseignement aux élèves, aux enseignants, aux conseillers et à d'autres professionnels de l'éducation dans un éventail d'environnements. Le programme préparera les élèves à une carrière intéressante dans le domaine de l'aide en enseignement aux enfants, en tant qu'auxiliaire d'enseignement dans le système scolaire public, les écoles des collectivités autochtones et d'autres environnements de l'éducation. Il établira également une base à partir de laquelle les élèves pourront développer un cheminement de carrière menant à une formation postsecondaire, comme un baccalauréat en éducation. Le programme devrait contribuer à répondre à la demande croissante d'auxiliaires d'enseignement dans les communautés autochtones.

2.2 Activités relatives aux lignes directrices

Au cours de l'année, le secrétariat du Conseil a participé à plusieurs activités relatives aux lignes directrices de l'enseignement postsecondaire. Ces activités tombent dans les catégories générales associées aux politiques du gouvernement, à la santé, à l'évaluation et à la reconnaissance des acquis, au développement durable, aux programmes du Nord, aux programmes destinés aux Autochtones et aux programmes Accès, à la technologie, de même que dans celles d'ordre communautaire, inter et intraministériel, interprovincial et national.

- **Directive concernant les frais de scolarité**

Le secrétariat a collaboré avec le gouvernement afin de maintenir, pour l'année 2006-2007, les frais de scolarité des universités et des collèges publics à un niveau inférieur de 10 % à celui de 1999. Cette directive prolonge, pour une septième année, les avantages du plan de réduction de 10 % des frais de scolarité.

Pour élaborer cette directive, le personnel du Conseil a effectué une recherche sur la question des frais abordables en matière d'enseignement postsecondaire au Manitoba et sur celle de la représentation de tous les groupes socioéconomiques dans le système d'enseignement postsecondaire.

- **Crédit d'impôt à l'enseignement coopératif**

Le personnel du Conseil a collaboré avec Finances Manitoba à la mise en œuvre d'un crédit d'impôt à l'enseignement coopératif, annoncé dans le budget provincial 2003. Ce crédit d'impôt a pour but d'encourager les employeurs à embaucher des étudiants, d'inciter les étudiants à s'établir et à travailler au Manitoba et d'accroître l'enseignement coopératif au Manitoba. La responsabilité du Conseil dans le cadre de ce programme consiste à s'assurer que les demandes de placement des étudiants correspondent aux valeurs éducatives du programme de l'enseignement coopératif.

- **Groupe Accès du directeur**

Le groupe a assisté aux réunions semestrielles sur les questions liées à la planification et aux programmes.

- **Comités de transfert des crédits et d'articulation**

Ces comités de coordination, composés de membres de tous les établissements postsecondaires publics du Manitoba, sont chargés d'améliorer le transfert des crédits et l'articulation de même que d'élaborer un système de transfert de crédits plus complet au Manitoba. Ainsi, deux comités d'articulation ont été créés pour les programmes de sciences infirmières et d'auxiliaires d'enseignement. Le comité d'articulation des sciences infirmières a complété sa tâche. Un nouveau comité des études environnementales a été constitué. Son travail sur les transferts de crédits progresse.

- **Groupe de liaison en éducation de la santé**

Le secrétariat a fait partie de cette équipe interministérielle chargée de formuler des directives générales pour les programmes d'éducation liés à la santé.

- **Conseil consultatif manitobain sur les soins infirmiers**

Le secrétariat a représenté le Conseil et Enseignement postsecondaire et Formation professionnelle à ce conseil provincial qui traite de l'enseignement des sciences infirmières et des questions de l'offre et de la demande.

- **Forum sur les ressources humaines en matière de santé de l'Ouest**

Le secrétariat a travaillé en collaboration avec des membres des secteurs de la santé et de l'éducation des quatre provinces de l'Ouest, afin d'établir des stratégies entourant les questions de ressources humaines en matière de santé dans l'Ouest canadien.

- **Groupe de travail fédéral-provincial sur les critères d'admission à la profession**

Le secrétariat a fait partie du comité de travail afin d'examiner les demandes de modifications concernant les qualifications des critères d'admission dans le domaine paramédical. Un processus d'évaluation a été développé et mis en place pour la première fois par le biais du comité de coordination qui a remplacé le groupe de travail sur les critères d'admission à la profession.

- **Comité national d'experts sur la formation interprofessionnelle pour une pratique en collaboration centrée sur le patient**

Le secrétariat a siégé à ce comité afin d'élaborer une proposition de projet de formation interprofessionnelle pour une pratique en collaboration centrée sur le patient en vue d'obtenir du financement de Santé Canada.

- **Membre du réseau manitobain d'évaluation des acquis**

Le secrétariat a agi comme membre de ce réseau qui réunit des personnes intéressées à promouvoir l'évaluation et la reconnaissance des acquis dans la province.

- **Membre du comité responsable de la gestion de la politique d'évaluation et de reconnaissance des acquis du Manitoba**

Le secrétariat a contribué à l'élaboration de la politique provinciale d'évaluation et de reconnaissance des acquis ainsi qu'à l'examen du modèle de prestation de services, pour s'assurer qu'il réponde aux besoins des établissements postsecondaires, du public et des entreprises.

- **Groupe de travail chargé de la stratégie de développement du Nord**

Le secrétariat du Conseil a fait partie de ce groupe interministériel chargé de mettre en œuvre le volet éducation de la stratégie. Il a également fait partie du comité du ministère de la Santé.

- **Fonds pour la recherche et l'innovation du Manitoba (FRIM)**

Le secrétariat a siégé à un comité interministériel chargé d'étudier les propositions soumises pour le FRIM.

- **Éducation des Autochtones au Manitoba**

Le secrétariat a participé avec de hauts fonctionnaires des deux paliers de gouvernement et des représentants d'organismes autochtones au développement et à l'amélioration des résultats d'apprentissage chez les Autochtones dans l'enseignement postsecondaire au Manitoba.

- **Comité postsecondaire des technologies de l'enseignement**

Le secrétariat du Conseil oriente les activités du Comité. Il soutient son travail et participe à l'élaboration des lignes directrices relatives à Campus Manitoba et à d'autres activités d'enseignement à distance.

- **Système amélioré d'information sur les étudiants**

Le secrétariat a offert des services de coordination et de diffusion de renseignements entre Statistique Canada, les sept établissements postsecondaires, la Canadian Mennonite University et d'autres ministères provinciaux en rapport avec cette base de données.

- **Conseil des ministres de l'Éducation du Canada (CMEC)**

Le secrétariat a fait partie des comités du CMEC suivants : le Conseil des statistiques canadiennes de l'éducation, le Groupe de travail en ligne, le Projet d'attentes relatives à l'enseignement postsecondaire, le Groupe de travail sur le transfert des crédits et le Comité du sous-ministre adjoint à l'enseignement postsecondaire.

- **Programmes pilotes de la Fondation canadienne des bourses du millénaire**

Le secrétariat a collaboré avec le ministère de l'Enseignement postsecondaire et de la Formation professionnelle du Manitoba de même qu'avec le ministère de l'Éducation, de la Citoyenneté et de la Jeunesse du Manitoba à l'élaboration de programmes pilotes axés sur la recherche portant sur la transition des élèves du secondaire au postsecondaire.

- **Comité du développement durable**

Le secrétariat a continué de travailler avec les ministères manitobains de l'Éducation, de la Citoyenneté et de la Jeunesse, de la Santé, du Transport et des Services gouvernementaux, des Affaires intergouvernementales et de la Conservation, pour aider les collèges et les universités à intégrer le développement durable à leurs activités.

- **Accords de formation interprovinciaux**

Le secrétariat du Conseil a administré des accords en ce qui concerne la médecine vétérinaire (avec les quatre provinces de l'Ouest et l'Université de la Saskatchewan) et l'optométrie (avec l'Ontario et l'Université de Waterloo).

Le secrétariat a siégé au comité consultatif du Western College of Veterinary Medicine.

- **Comité d'approbation du programme d'éducation en services de garde**

Le Comité entretient des liens avec le gouvernement provincial et lui offre du soutien.

- **Dossier d'orientation**

Le secrétariat a mis à jour un dossier d'orientation à l'intention des nouveaux membres du Conseil. Ce dossier traite notamment des rôles et responsabilités du président, du vice-président et des membres du Conseil, des points saillants des activités du Conseil depuis 1997, ainsi que des projets et activités en cours. La création du dossier d'orientation fait suite à la révision quinquennale du Conseil.

- **Sondage sur les taux de rétention dans le système**

Le secrétariat a collaboré avec l'ensemble des établissements publics et avec les Services de l'emploi et de la formation professionnelle au développement d'un sondage dans le système afin de contribuer à identifier les motifs pour lesquels des élèves décrochent avant l'obtention du diplôme, et à savoir ce qu'ils font ensuite. Ce travail est permanent. Un rapport devrait voir le jour en mars 2007.

- **Loi sur l'attribution de grades universitaires**

Le secrétariat a élaboré pour l'Assemblée législative une proposition de loi qui doterait le gouvernement d'outils de contrôle sur l'attribution de grades universitaires au Manitoba. Cette loi est commune à l'ensemble du Canada. Elle vise à renforcer la confiance dans les grades attribués par le système postsecondaire au Manitoba.

- **Planification en cas de pandémie**

Le secrétariat a travaillé avec Santé Manitoba, avec Éducation, Citoyenneté et Jeunesse, avec Services à la famille et Logement, et avec les collèges, les universités, le secteur

des garderies et le secteur scolaire au début de l'élaboration de directives sur la planification à effectuer en vue d'une éventuelle pandémie de grippe.

- **Développement d'un plan pour Enseignement postsecondaire et Formation professionnelle**

Le sécrétariat a contribué avec Enseignement postsecondaire et Formation professionnelle au développement d'un plan ministériel de mise en valeur de la main-d'œuvre.

- **Affiliations à des organisations nationales**

Le Conseil est membre de l'Association canadienne du personnel administratif universitaire (ACPAU), de l'Association canadienne de planification et de recherche institutionnelles (ACPRI) et de l'Institut d'administration publique du Canada (IAPC).

2.3 Finances

Processus d'établissement du budget des dépenses

2.3.1 Budgets de fonctionnement

L'établissement des prévisions budgétaires annuelles pour les universités et les collèges communautaires a débuté en juin, l'année dernière. À ce moment-là, le Conseil a invité les établissements à examiner leurs besoins financiers pour l'exercice à venir, puis à lui soumettre des prévisions aux fins d'examen. Les renseignements devaient être présentés selon un format qui permettait une analyse comparative de toutes les demandes. Le Conseil a ainsi pu se faire une opinion éclairée quant aux besoins de chaque établissement lors de la formulation de ses recommandations au gouvernement.

Les établissements ont dû fournir un budget de base comprenant une explication des augmentations, une évaluation détaillée des retombées et de l'information sur les niveaux d'inscription et la dotation en personnel. Ils ont également dû fournir un rapport sur la situation des nouveaux programmes préalablement financés et sur les subventions destinées à la réorganisation du système.

Le Conseil a reçu les budgets proposés vers la fin septembre; il a alors examiné chacun d'eux ainsi que les analyses des besoins financiers préparées par son personnel. Ensuite, les membres du Conseil ont rencontré séparément les responsables de chaque établissement pour leur permettre de soumettre leur budget et de fournir de plus amples renseignements. Le Conseil a également rencontré les représentants des facultés et des étudiants.

Après ces rencontres avec les collèges et les universités, le Conseil a fait une présentation à la ministre de l'Enseignement postsecondaire et de la Formation professionnelle et a recommandé les niveaux de financement requis pour le système d'enseignement postsecondaire. Pour ce faire, il s'est appuyé sur les renseignements obtenus des collèges et des universités et sur son opinion des besoins. La ministre a ensuite étudié la présentation, puis a formulé ses recommandations au gouvernement. Les niveaux définitifs de financement ont été communiqués après l'annonce du budget au printemps. Le Conseil a alors mis au point l'allocation définitive des fonds disponibles pour chacun des établissements (collèges et universités), puis les en a informés individuellement.

2.3.2 Importantes subventions en capital

L'établissement des prévisions budgétaires annuelles relatives aux importantes subventions en capital pour les universités a également débuté en juin, l'année dernière. À ce moment-là, le Conseil a invité les établissements à examiner leurs besoins en immobilisations importantes pour l'exercice à venir, puis à lui soumettre des prévisions aux fins d'examen.

Transports et Services gouvernementaux a la responsabilité du financement des projets importants de dépenses en immobilisations dans les collèges communautaires et au Collège universitaire du Nord. Il a étudié les projets des collèges communautaires avec les demandes des autres ministères. Les décisions ont enfin été communiquées au Conseil, aux collèges et au CUN lors de l'annonce du budget, au printemps.

Le Conseil a la responsabilité d'approuver les grands projets d'immobilisations et de distribuer les subventions en capital aux universités seulement. Depuis 1998-1999, le Conseil emploie un processus pour les classements des demandes reçues. Il fait appel à Transports et Services gouvernementaux dont le personnel possède des compétences techniques spécialisées. Il le charge d'étudier les besoins des universités en matière d'immobilisations et d'élaborer un plan comprenant un budget et un calendrier pour faire face aux besoins les plus critiques. En juillet, lorsque les demandes sont parvenues au Conseil, elles ont été transmises au Ministère aux fins d'analyse. Ce dernier a ensuite préparé un tableau des projets classés par ordre de priorité dont s'est servi le Conseil pour allouer les fonds disponibles aux grands projets d'immobilisations des universités.

2.3.3 Projets

L'examen des projets importants de dépenses en immobilisations a permis d'identifier ceux qui requièrent une attention immédiate et d'obtenir des fonds additionnels du gouvernement. Parmi les principaux projets financés en 2005-2006, mentionnons :

- **Programme de réparation des toitures**

Ce programme inclut la poursuite des travaux répartis sur plusieurs années visant à remplacer et à améliorer les toitures de l'Université du Manitoba et de l'Université de Winnipeg. Beaucoup de toits ont dépassé leur durée d'utilisation, ce qui a occasionné de graves fuites d'eau. Les fuites ont eu de nombreux effets néfastes : elles ont endommagé l'intérieur des bâtiments, causé des dégâts à l'équipement et aux ordinateurs, et occasionné des désagréments aux occupants dont les archives et les biens ont été endommagés, voire détruits. Les toits qui fuient manquent d'isolant ou leurs revêtements d'étanchéité sont effrités ou dans un état avancé de décomposition.

- **Système de refroidissement de Fort Garry – Université du Manitoba**

Renouvellement du financement pour remplacer le grand système de refroidissement central de l'Université en vertu du Protocole de Montréal qui a marqué la fin de la production des frigorigènes utilisés par l'Université.

- **Modernisation de la prévention des incendies – Université du Manitoba**

- **Ascenseur à l'Université de Brandon – McMaster Hall**

- **Remplacement du système de chauffage à eau chaude de l'Université de Brandon - McMaster Hall**

- **Gestion de l'énergie – Université de Winnipeg**

2.3.4 Nouveaux projets d'immobilisations importantes

Le gouvernement a engagé 40 millions de dollars en fonds supplémentaires à ajouter aux fonds existants de 10 millions, moyennant un financement de contrepartie de l'Université du Manitoba pour des projets très prioritaires de modernisation, de remplacement ou de rénovation. Cette année, le Conseil a effectué un paiement de trois millions de dollars. Le total fourni s'élève maintenant à 47 millions de dollars.

2.4 Obligation de rendre compte

Le Conseil s'est chargé des projets de responsabilisation suivants en partenariat avec les établissements d'enseignement postsecondaire :

Projet de création d'indicateurs

S'inscrivant dans le cadre de responsabilisation que l'on met actuellement en place dans le système d'enseignement postsecondaire du Manitoba, des indicateurs sont en cours d'élaboration avec l'accord des universités et des collèges publics. Ces indicateurs sont conçus pour fournir au Conseil de l'enseignement postsecondaire des renseignements généraux sur les progrès réalisés dans le système en ce qui concerne les cinq priorités établies pour l'enseignement postsecondaire et la formation professionnelle par la ministre de l'Enseignement postsecondaire et de la Formation professionnelle.

Le Conseil et les établissements postsecondaires ont poursuivi la création des indicateurs de réussite des étudiants, comprenant des renseignements sur les taux de rétention, de déperdition d'effectifs scolaires et d'obtention de diplômes dans les collèges et les universités. Des projets additionnels, dont des indicateurs du niveau d'emploi des diplômés à l'échelon des collèges, et des indicateurs des inscriptions selon le statut socioéconomique sont en cours d'élaboration.

Établissement des coûts des programmes

S'inscrivant aussi dans le cadre du nouveau régime de responsabilisation prévu pour le système d'enseignement postsecondaire du Manitoba, une méthode commune d'établissement des coûts des programmes a été élaborée en collaboration avec les universités et les collèges de la province et la Direction de l'apprentissage du ministère de l'Enseignement postsecondaire et de la Formation professionnelle. Cette méthode prévoit des définitions, des procédés et des modèles de rapports communs pour permettre une meilleure analyse comparative des données financières des universités et des collèges publics de la province. Les données sont recueillies chaque année auprès des universités et des collèges publics.

Recueil de statistiques

En 2005-2006, le Conseil a publié la troisième édition du Recueil de statistiques annuel sur cédérom. Produit en collaboration avec les collèges et les universités, ce recueil contient des données sur l'inscription des étudiants, leurs diplômes, les programmes, les frais de scolarité, etc. du système d'enseignement postsecondaire. Le Recueil de statistiques est publié au même moment que le rapport annuel. Le recueil, le rapport annuel et plusieurs autres rapports sont disponibles en français et en anglais sur le site Web du Conseil dont voici l'adresse : <www.copse.mb.ca>.

Lignes directrices sur les rapports annuels scolaires – Situation d'emploi

Le secrétariat a collaboré avec les collèges communautaires et le Collège universitaire du Nord au développement de lignes directrices pour que les rapports annuels scolaires

permettent la collecte et la transmission en format standardisé de renseignements sur la situation d'emploi des diplômés. Ce travail permanent devrait être achevé à temps pour la publication des rapports annuels scolaires de décembre 2007 des collèges et du Collège universitaire du Nord.

Rapports annuels

Pour se conformer à la *Loi sur le Conseil de l'enseignement postsecondaire*, le Conseil établit un rapport annuel qui présente ses activités et comprend des états financiers vérifiés. Il le soumet à la ministre de l'Enseignement postsecondaire et de la Formation professionnelle dans les six mois suivant la fin de chaque exercice.

Les universités et les collèges sont tenus de produire un rapport annuel de leurs activités, y compris des états financiers vérifiés. Ils le soumettent au Conseil et à la ministre de l'Enseignement postsecondaire et de la Formation professionnelle. Les universités doivent le faire dans les six mois suivant la fin de chaque exercice, et les collèges, dans les quatre mois. Les établissements ont aussi l'obligation de remettre des plans financiers complets, des budgets, des statistiques, des rapports d'étape pour les nouveaux programmes et les fonds reçus du Conseil.

Comme l'exige la *Loi sur les collèges*, ces établissements doivent produire un budget annuel définitif avant le début de chaque exercice. Ils doivent aussi publier un rapport annuel qui fournit, selon les lignes directrices établies, des renseignements sur les inscriptions, les départs, le taux d'obtention de diplômes et le taux d'emploi des diplômés.

Durant l'exercice, le secrétariat du Conseil étudie l'ensemble de ces documents. Il s'en sert pour préparer les demandes de financement qu'il soumet au gouvernement et lui faire rapport des activités des établissements postsecondaires du Manitoba.

Rapport sur les activités et les réalisations en matière de développement durable

Le personnel du Conseil a participé à l'équipe du développement durable, d'Éducation, Citoyenneté et Jeunesse, dont la mission est de trouver des moyens de faire en sorte que les principes relatifs au développement durable soient connus et compris par les membres des deux ministères de l'Éducation, et intégrés aux pratiques courantes.

Élaboration d'une politique en matière de responsabilisation

En 2003-2004, le Conseil a approuvé un document de travail qui a été distribué dans les collèges et les universités et qui présentait un aperçu des principes et des éléments proposés en vue d'établir une politique en matière de responsabilisation pour le système postsecondaire du Manitoba. Ces établissements ont été invités à soumettre leurs commentaires devant servir à l'établissement de la politique en 2004-2005. Les étapes suivantes, notamment l'articulation de la politique en matière de responsabilisation et l'établissement d'un cadre de responsabilisation, y compris d'indicateurs, se sont succédé.

Le projet d'un second document de travail a été établi. Il sera communiqué aux établissements et aux étudiants en 2006-2007.

Chapitre III

États financiers vérifiés du Conseil de l'enseignement postsecondaire

Pour l'exercice terminé le 31 mars 2006
Winnipeg (Manitoba) Canada

CONSEIL DE L'ENSEIGNEMENT POSTSECONDAIRE

Responsabilité des états financiers

La direction du Conseil de l'enseignement postsecondaire est responsable de communiquer l'information financière contenue dans les états financiers et les notes afférentes. Les états financiers sont préparés conformément aux principes comptables canadiens généralement reconnus.

Le Conseil est responsable de superviser la communication de l'information financière par la direction. Les états financiers sont examinés par le vérificateur général du Manitoba dont l'opinion est exprimée dans les présentes.

Pour mieux s'acquitter de ses obligations, la direction utilise des systèmes de contrôle comptable internes pour son processus de communication de l'information financière afin de s'assurer que cette information est fiable et exacte.

Margaret McDonald, CGA
Chef de la direction financière

Curtis Nordman, D. Phil.
directeur général par intérim

Le 7 juillet 2006
Winnipeg (Manitoba)

Bureau de la
vérificatrice générale

330 Portage Avenue, 5ème étage
Winnipeg (Manitoba) CANADA
R3C 0C4

RAPPORT DES VÉRIFICATEURS

À l'assemblée législative du Manitoba, et
Au Conseil de l'enseignement post-secondaire

Nous avons vérifié l'état de la situation financière du Conseil de l'enseignement post-secondaire au 31 mars 2006, ainsi que les états des recettes et des déspenses et de l'évolution des actifs nets et des flux de tresorerie de l'exercice terminé à cette date. La responsabilité de ces états financiers incombe à la direction du Conseil. Notre responsabilité consiste à exprimer une opinion sur ces états financiers en nous fondant sur notre vérification.

Notre vérification a été effectuée conformément aux normes de vérification généralement reconnues du Canada. Ces normes exigent que la vérification soit planifiée et exécutée de manière à fournir un degré raisonnable de certitude quant à l'absence d'inexactitudes importantes dans les états financiers. La vérification comprend le contrôle par sondages des informations probantes à l'appui des montants et des autres éléments d'information fournis dans les états financiers. Elle comprend également l'évaluation des principes comptables suivis et des estimations importantes faites par la direction, ainsi qu'une appréciation de la présentation d'ensemble des états financiers.

À notre avis, ces états financiers présentent fidèlement, à tous égards importants, la situation financière du Conseil de l'enseignement post-secondaire au 31 mars 2006, ainsi que les résultats de son exploitation et de ses flux de trésorerie pour l'exercice terminé à cette date selon les principes comptables généralement reconnus du Canada.

Bureau de la vérificatrice générale

Bureau de la vérificatrice générale

Winnipeg (Manitoba)
le 7 juillet 2006

État de la situation financière
pour l'exercice terminé le 31 mars 2006

	2006	2005
ACTIF		
Actif à court terme :	$	$
Liquidités	407 306	118 994
Débiteurs	704 899	535 718
	1 112 205	654 712
Engagements de fonds à long terme – Province du Manitoba (note 3)	1 135 486	1 148 059
Actifs immobilisés - amortissement cumulé net (note 4)	33 842	50 451
Total des actifs	2 281 533	1 853 222
PASSIF		
Passif à court terme :		
Créditeurs et charges à payer	101 246	92 864
Subventions à payer	676 866	298 864
	778 112	391 728
Passif à long terme :		
Indemnités de cessation d'emploi (note 5)	105 106	123 148
Provision pour la quote-part de l'employeur au Régime de retraite de la fonction publique (note 6)	1 031 345	1 043 918
	1 136 451	1 167 066
Passif global	1 914 563	1 558 794
Actifs nets		
Investissement en actifs immobilisés	33 842	50 451
Actifs nets (sans restriction)	333 128	243 977
	366 970	294 428
	2 281 533	1 853 222

CONSEIL DE L'ENSEIGNEMENT POSTSECONDAIRE

État des recettes et dépenses
pour l'exercice terminé le 31 mars 2006

	Fonctionnement	Initiative d'expansion des collèges	Total 2006	Total 2005
Recettes :	$	$	$	$
Subventions de la Province du Manitoba :				
Enseignement postsecondaire et Formation professionnelle Manitoba	398 808 233	27 629 367	426 437 600	422 902 937
Autres	929 898	-	929 898	10 000
Revenu en intérêts	20 889	-	20 889	14 387
Total des recettes	399 759 020	27 629 367	427 388 387	422 927 324
Dépenses :				
Subventions de fonctionnement	347 330 235	-	347 330 235	336 598 616
Programmes de soutien	2 041 753	-	2 041 753	2 219 844
Subventions à l'Initiative d'expansion des collèges	-	27 335 286	27 335 286	25 880 467
Subventions, initiatives stratégiques en éducation postsecondaire	1 795 000	-	1 795 000	1 850 100
Subventions, équipement et rénovations	17 123 000	-	17 123 000	6 245 600
Subventions, grands projets d'immobilisations	7 733 129	-	7 733 129	26 840 600
Subventions, programme Accès	6 460 000	-	6 460 000	6 332 140
Subventions, remise sur les frais de scolarité	13 163 981	-	13 163 981	12 852 556
Accords de formation interprovinciaux	3 184 354	-	3 184 354	2 934 891
Dépenses administratives et autres (annexe 1)	931 943	217 164	1 149 107	1 195 177
Total des dépenses	399 763 395	27 552 450	427 315 845	422 949 991
Excédent (déficit) des recettes sur les dépenses	(4 375)	76 917	72 542	(22 667)

État des changements dans les actifs nets - Fonds de subventions à l'enseignement postsecondaire
pour l'exercice terminé le 31 mars 2006

	Investis dans les actifs immobilisés	Actifs nets sans restriction	2006 Total	2005 Total
	$	$	$	$
Solde au début de l'exercice	50 451	243 977	294 428	317 095
Excédent (déficit) des recettes sur les dépenses	-	72 542	72 542	(22 667)
Achats des immobilisations	5 399	(5 399)	-	-
Amortissement	(22 008)	22 008	-	-
Solde à la fin de l'exercice	33 842	333 128	366 970	294 428

CONSEIL DE L'ENSEIGNEMENT POSTSECONDAIRE

Liste des dépenses administratives et autres
pour l'exercice terminé le 31 mars 2006

	Fonctionnement	Initiative d'expansion des collèges	Total 2006	Total 2005
	$	$	$	$
Amortissement	10 665	11 343	22 008	14 453
Automobile et déplacements	28 808	7 232	36 040	29 698
Exploitation et location d'ordinateurs	28 759	8 506	37 265	50 165
Cours et cotisations d'affiliation	2 577	280	2 857	625
Mobilier et équipement	3 649	-	3 649	5 038
Réunions du Conseil	6 447	-	6 447	8 681
Subventions diverses	35 291	-	35 291	32 539
Location du bureau	44 434	10 047	54 481	58 183
Poste et téléphone	12 503	2 811	15 314	14 313
Imprimerie et papeterie	14 858	1 264	16 122	15 779
Honoraires professionnels	26 383	-	26 383	17 996
Rémunération des membres du Conseil	40 709	-	40 709	38 679
Réparations et entretien	152	-	152	457
Salaires et avantages sociaux	612 639	174 900	787 539	874 458
Abonnements et livres	3 827	-	3 827	3 616
Dépenses accessoires	60 242	781	61 023	30 497
Total des dépenses administratives et autres	931 943	217 164	1 149 107	1 195 177

État de l'évolution de la situation financière
pour l'exercice terminé le 31 mars 2006

	2006 $	2005 $
Liquidités provenant des activités de fonctionnement :		
Excédent (déficit) des recettes sur les dépenses pour l'exercice	72,542	(22,667)
Amortissement des immobilisations	22,008	14,453
	94,550	(8,214)
Variation nette des postes de fonds de roulement hors caisse :		
(Augmentation) Diminution des comptes débiteurs	(169,181)	(341,480)
Augmentation (Diminution) des comptes fournisseurs et charges à payer	8,382	(109,073)
Augmentation des subventions payables	378,002	174,475
	311,753	(284,292)
Flux de trésorerie provenant (utilisé pour) des activités de financement :		
Augmentation de la créance à long terme – Province du Manitoba	12,573	(27,712)
Augmentation (Diminution) des indemnités de cessation d'emploi	(18,042)	9,847
Augmentation de la quote-part de l'employeur au Régime de retraite de la fonction publique Prestations de retraite	(12,573	27,712
	(18,042)	9,847
Flux de trésorerie provenant des activités d'investissement :		
Achats des immobilisations	(5,399)	(22,809)
Augmentation (Diminution) des liquidités pour l'exercice	288,312	(297,254)
Liquidités au début de l'exercice	118,994	416,248
Liquidités à la fin de l'exercice	407,306	118,994

Notes afférentes aux états financiers
pour l'exercice terminé le 31 mars 2006

1. Nature des activités

Le Conseil de l'enseignement postsecondaire a été fondé en vertu d'une loi de l'Assemblée législative adoptée en 1997. Il se compose de 11 membres nommés par le lieutenant-gouverneur en conseil.

La Loi sur la Commission des subventions aux universités a été révoquée le 28 avril 1997 et remplacée par la Loi sur le Conseil de l'enseignement postsecondaire.

La Loi sur le Conseil de l'enseignement postsecondaire stipule que le Fonds des subventions aux universités continuera d'exister sous le nom de Fonds des subventions à l'enseignement postsecondaire. Tout l'actif et le passif de la Commission des subventions aux universités ont été transférés au Conseil de l'enseignement postsecondaire.

Le Conseil fournit avant tout une aide financière aux universités et aux collèges communautaires à même les fonds qu'il reçoit de la Province du Manitoba. Cette aide est destinée aux programmes et aux projets d'immobilisations dûment approuvés.

Les fonds de l'Initiative d'expansion des collèges visent à augmenter les inscriptions aux programmes menant à un diplôme ou à un certificat collégial. Un état des recettes et dépenses pour le fonctionnement de l'Initiative a été établi séparément de l'état des recettes et dépenses du Conseil de l'enseignement postsecondaire.

2. Principales conventions comptables

A. Méthode de comptabilité

Les états financiers du Conseil de l'enseignement postsecondaire sont préparés conformément aux principes comptables canadiens généralement reconnus.

B. Versements des subventions

Les différentes subventions (fonctionnement, équipement et rénovations, remise sur les frais de scolarité, programme Accès et initiatives stratégiques) sont considérées comme des dépenses engagées pendant l'année pour assurer le fonctionnement des universités et des collèges communautaires. Elles sont inscrites comme des paiements prévus pour répondre à leurs besoins en la matière. Le Conseil accorde aussi des subventions de fonctionnement aux collèges confessionnels privés et au Winnipeg Technical College.

Les subventions pour immobilisations importantes relatives à des accords de frais partagés sont financées moyennant remboursement. Les universités doivent d'abord acquitter les coûts admissibles selon l'accord convenu, puis le Conseil les leur rembourse.

Le Conseil verse les subventions pour immobilisations importantes, qui sont des fonds discrétionnaires, lorsque les universités ont satisfait aux critères d'admissibilité et aux conditions qu'il a fixés.

C. Comptabilisation des recettes

Les recettes sont comptabilisées à mesure que les fonds sont issus des divers postes de la Province du Manitoba.

D. Vacances et indemnités de cessation d'emploi

Les employés du Conseil ont droit à des vacances et à des indemnités de cessation d'emploi conformément aux dispositions de la convention collective. Le passif ayant trait aux vacances et aux indemnités est fondé sur la meilleure estimation du Conseil.

E. Quote-part de l'employeur au Régime de retraite de la fonction publique

Les employés du Conseil ont droit à des prestations de retraite en vertu de la *Loi sur la pension de la fonction publique* du Manitoba. Le Conseil inscrit parmi les éléments du passif la quote-part de l'employeur au Régime de retraite de la fonction publique, qui prévoit notamment une indexation au coût de la vie fondée sur un rapport actuariel.

F. Actifs immobilisés

Les actifs immobilisés sont inscrits comme des coûts. L'amortissement est calculé selon une modalité linéaire en fonction de la durée de vie estimative utile des actifs et conformément aux directives générales de la province du Manitoba ci-dessous :

Mobilier	10 ans
Améliorations locatives	10 ans
Logiciels	4 ans
Machinerie et équipement	10 ans
Matériel informatique	4 ans

G. Incertitude de mesure

La préparation d'états financiers exige de la part de la direction des estimations et des hypothèses qui influent sur le montant déclaré de l'actif et du passif et sur la divulgation de dépenses imprévues à la date des états financiers ainsi que sur le montant déclaré des recettes et dépenses pour la période concernée. Les résultats réels peuvent différer de telles estimations.

H. Instruments financiers

Les instruments financiers du Conseil de l'enseignement postsecondaire sont les liquidités, les comptes débiteurs, les comptes fournisseurs, les charges à payer et les subventions payables. À moins d'indication contraire, la direction est d'avis que l'utilisation de tels instruments n'expose pas le Conseil à des risques significatifs en matière d'intérêts, de change ou de crédit. La juste valeur de ces instruments se rapproche de leur valeur comptable.

3. Créance à long terme – Province du Manitoba

Une portion des créances à long terme de la Province du Manitoba concerne les indemnités de cessation d'emploi accumulées par les employés du Conseil au 31 mars 1998. Le solde d'ouverture du passif des indemnités de cessation d'emploi de 104 141 $ du 1er avril 1998 a été entièrement neutralisé par une créance à long terme de la Province. Il n'existe pas de modalités de remboursement pour cette créance, et le montant demeurera fixé à 104 141 $.

La portion résiduelle de la créance à long terme de la province représente la quote-part de l'employeur au Régime de retraite de la fonction publique au 31 mars 2006, soit 1 031 345 $ (2005 – 1 043 918 $). La Province du Manitoba paiera la quote-part de l'employeur lorsqu'elle arrivera à échéance.

4. Actifs immobilisés, amortissement cumulé net

	2006			2005
	Coût	Amort. cum.	Valeur compt. nette	Valeur compt. nette
	$	$	$	$
Mobilier	60 415	47 023	13 392	18 658
Améliorations locatives	14 853	9 655	5 198	16 724
Logiciels	3 000	3 000	-	-
Machinerie et équipement	11 220	7 380	3 840	4 828
Matériel informatique	32 354	20 942	11 412	10 241
	121 842	88 000	33 842	50 451

5. Indemnités de cessation d'emploi

	2006	2005
	$	$
Solde au début de l'exercice	123 148	113 300
Prestations acquises	(28 548)	-
Prestations accumulées	3 884	9 848
Intérêt couru sur les prestations	6 622	-
Solde à la fin de l'exercice	105 106	123 148

Une évaluation actuarielle des obligations relatives aux indemnités de cessation d'emploi au 31 mars 2005 a été faite par l'actuaire conseil Ellement & Ellement Ltd. Les principales hypothèses prévoyaient un taux de rendement de 7 % (2000 – 6,75 %), un taux d'inflation de 2,5 % (2000 – 2,75 %), et une augmentation du taux de rémunération de 3,25 % (2001 – 3,5 %). La méthode de répartition des prestations a été utilisée et le passif a été extrapolé jusqu'au 31 mars 2006 selon une formule fournie par l'actuaire.

6. Disposition relative à la quote-part de l'employeur au Régime de retraite de la fonction publique

	2006	2005
	$	$
Solde au début de l'exercice	1 043 918	1 016 206
Prestations acquises	(88 898)	-
Prestations accumulées	56 701	47 412
Intérêt couru sur les prestations	68 080	72 838
Prestations versées	(48 456)	(92 538)
Solde à la fin de l'exercice	1 031 345	1 043 918

Une évaluation actuarielle des obligations relatives au Régime de retraite au 31 décembre 2004 a été faite par l'actuaire conseil Ellement & Ellement Ltd. Les principales hypothèses prévoyaient un taux de rendement de 7 % (2001 – 7,25 %), un taux d'inflation de 2,5 % (2001 – 2,75 %), une augmentation du taux de rémunération de 3,25 % (2001 – 3,5 %) et une indexation à la retraite des deux tiers du taux d'inflation. La méthode de répartition des prestations a été utilisée et le passif a été extrapolé jusqu'au 31 mars 2006 selon une formule fournie par l'actuaire.

7. Engagements

Le Conseil de l'enseignement postsecondaire a accepté de financer les projets ci-dessous :

	Approuvé $	Dépensé $	Engagements en cours $
Immobilisations :			
Université du Manitoba			
Campagne de mobilisation de fonds	40 000 000	37 000 000	3 000 000
Syst. refroidissement - Campus Fort Garry	19 000 000	17 022 500	1 977 500
Université de Winnipeg			
Projets d'immobilisations	2 923 500	2 432 400	491 100
Collège universitaire de Saint-Boniface			
Projets d'immobilisations	1 302 000	1 000 000	302 000
Total	63 225 500	57 454 900	5 770 600

Le Conseil s'est aussi engagé à financer les nouveaux programmes suivants :

Enveloppe destinée à la réorganisation du système	522 800
Enveloppe destinée aux programmes stratégiques	894 100
Total	1 416 900

8. Opérations entre apparentés

Outre les opérations entre apparentés mentionnées ailleurs dans les états financiers, le Conseil de l'enseignement postsecondaire partage une propriété commune avec tous les ministères, les organismes et les sociétés de la Couronne de la Province du Manitoba. Le Conseil traite avec ces entités dans le cours normal de ses activités. Ces opérations sont comptabilisées à la valeur d'échange.

9. Dépendance économique

Le Conseil dépend de la Province du Manitoba, qui en assure le financement.

Chapitre IV

CONSEIL DE L'ENSEIGNEMENT POSTSECONDAIRE

Dépenses en subventions (non vérifiées)
pour l'exercice terminé le 31 mars 2006

	2006 $	2005 $
Subventions aux universités		
1. **Fonctionnement**		
Université du Manitoba	204 548 000	199 341 400
Université de Winnipeg	32 938 946	31 926 546
Université de Brandon	22 277 212	21 382 712
Collège universitaire du Nord	13 258 500	12 277 900
Collège universitaire de Saint-Boniface	6 870 900	6 339 400
Canadian Mennonite University	2 817 800	2 739 700
Providence College & Seminary	1 242 100	1 242 100
Wm. & Catherine Booth College	368 600	368 600
Steinbach Bible College	230 000	230 000
	284 552 058	275 848 358
Créances de premier rang		
Université du Manitoba	297 735	313 319
Université de Winnipeg	40 054	40 054
Université de Brandon	216 588	216 588
	554 377	569 961
Programmes de soutien		
Campus Manitoba	1 002 700	1 038 100
Inter-Universités Nord	895 900	882 900
Handicapés visuels	113 153	82 660
Collège universitaire du Nord	-	206 184
Université de Winnipeg, collège et université		
Programme d'encouragement aux études collégiales et universitaires	30 000	10 000
	2 041 753	2 219 844
Total des subventions de fonctionnement – universités		
Université du Manitoba	204 845 735	199 654 719
Université de Winnipeg	32 979 000	31 966 600
Université de Brandon	22 493 800	21 599 300
Collège universitaire du Nord	13 258 500	12 277 900
Collège universitaire de Saint-Boniface	6 870 900	6 339 400
Canadian Mennonite University	2 817 800	2 739 700
Providence College & Seminary	1 242 100	1 242 100
William & Catherine Booth College	368 600	368 600
Steinbach Bible College	230 000	230 000
Programmes de soutien	2 041 753	2 219 844
	287 148 188	278 638 163

Dépenses en subventions (non vérifiées)
pour l'exercice terminé le 31 mars 2006

	2006 $	2005 $
2. Fonds d'immobilisations		
(a) **Équipement et rénovations**		
Université du Manitoba	9 920 000	3 020 000
Université de Winnipeg	2 982 400	550 000
Université de Brandon	875 000	330 000
Collège universitaire du Nord	428 800	428 800
Collège universitaire de Saint-Boniface	1 100 000	100 000
	15 306 200	4 428 800
(b) **Projets d'immobilisations importantes**		
Université du Manitoba	6 135 065	15 104 500
Université de Winnipeg	584 447	448 200
Université de Brandon	739 186	839 501
Collège universitaire du Nord	174 431	1 828 900
Collège universitaire de Saint-Boniface	100 000	82 800
	7 733 129	18 303 901
Projets d'immobilisations (total)		
Université du Manitoba	16 055 065	18 124 500
Université de Winnipeg	3 566 847	998 200
Université de Brandon	1 614 186	1 169 501
Collège universitaire du Nord	603 231	2 257 700
Collège universitaire de Saint-Boniface	1 200 000	182 800
	23 039 329	22 732 701
3. Initiatives stratégiques – universités		
Université du Manitoba	772 900	900 800
Université de Winnipeg	157 700	170 000
Université de Brandon	433 000	275 300
Collège universitaire du Nord	90 000	50 000
Collège universitaire de Saint-Boniface	241 400	254 000
	1 695 000	1 650 100
4. Subventions – programme Accès		
Université du Manitoba	2 629 000	2 588 040
Université de Winnipeg	807 700	787 400
Université de Brandon	1 523 200	1 482 100
Collège universitaire du Nord	765 300	744 600
	5 725 200	5 602 140
5. Subventions – remise sur les frais de scolarité		
Université du Manitoba	8 175 592	8 039 415
Université de Winnipeg	2 167 795	2 103 565
Université de Brandon	931 728	906 474
Collège universitaire du Nord	121 976	119 461
Collège universitaire de Saint-Boniface	210 991	224 306
	11 608 082	11 393 221
Total des subventions aux universités	329 215 799	320 016 325

Dépenses en subventions (non vérifiées)
pour l'exercice terminé le 31 mars 2006

	2006 $	2005 $
Subventions aux collèges communautaires		
1. Fonctionnement		
Assiniboine Community College	13 874 100	13 362 500
Red River College	46 124 800	44 631 400
École technique et professionnelle	1 659 900	1 621 400
Winnipeg Technical College	565 000	565 000
	62 223 800	60 180 300
2. Fonds d'immobilisations		
(a) **Équipement et rénovations**		
Assiniboine Community College	598 200	598 200
Red River College	1 218 600	1 218 600
	1 816 800	1 816 800
(b) **Projets d'immobilisations importantes**		
Red River College	-	8 536 699
	-	8 536 699
Projets d'immobilisations (total)		
Assiniboine Community College	598 200	598 200
Red River College	1 218 600	9 755 299
	1 816 800	10 353 499
3. Initiative d'expansion des collèges		
Assiniboine Community College	4 098 200	4 007 200
Collège universitaire du Nord	2 743 100	2 320 400
Red River College	19 585 124	18 775 146
École technique et professionnelle	717 400	701 500
Tech Vocational	191 462	76 221
	27 335 286	25 880 467
4. Initiatives stratégiques – collèges		
Assiniboine Community College	50 000	50 000
Red River College	50 000	150 000
Autre – Évaluation et reconnaissance des acquis	-	-
	100 000	200 000
5. Subventions – programme Accès		
Red River College	734 800	730 000
	734 800	730 000
6. Subventions – remise sur les frais de scolarité		
Assiniboine Community College	240 859	236 780
Red River College	1 274 368	1 179 939
École technique et professionnelle	40 672	42 615
	1 555 899	1 459 334
Total des subventions aux collèges	93 766 585	98 803 600

Dépenses en subventions (non vérifiées)
pour l'exercice terminé le 31 mars 2006

	2006 $	2005 $
Subventions du programme Accès		
Université du Manitoba		
Programme Accès à l'éducation de l'Univ. du Man. – Nord et Sud	242 000	235 500
Programme spécial d'études prémédicales	380 200	369 900
Programme de formation professionnelle en soins de santé	100 800	98 100
Baccalauréat en travail social pour le Nord	729 300	709 600
Winnipeg Education Centre – Programme de travail social	830 100	832 000
Programme Accès aux études de génie	346 600	337 300
Fonds d'emprunt d'urgence	-	5 640
	2 629 000	2 588 040
Université de Winnipeg		
Services intégrés d'aide aux étudiants	151 600	147 500
Winnipeg Education Centre	476 200	463 400
Programme de formation des enseignants autochtones	179 900	175 000
Fonds d'emprunt d'urgence	-	1 500
	807 700	787 400
Université de Brandon		
Programme de formation pédagogique – enseignants du Nord	1 523 200	1 482 100
Collège universitaire du Nord		
Programme Accès – The Pas	284 100	276 400
Accès aux études en sciences infirmières, année préparatoire	481 200	468 200
	765 300	744 600
Total des subventions aux universités – programme Accès	5 725 200	5 602 140
Red River College		
Programme Accès au collège communautaire – Nord et Sud	329 000	320 100
Programme de sciences infirmières pour le Sud	405 800	394 900
Fonds d'emprunt d'urgence	-	15 000
	734 800	730 000
Total des subventions du programme Accès	6 460 000	6 332 140

Accords de formation interprovinciaux (non vérifiés)
pour l'exercice terminé le 31 mars 2006

	2006 $	2005 $
Université de Saskatchewan		
Médecine vétérinaire	3 124 191	2 862 096
Université de Waterloo		
Optométrie	60 163	72 795
Total des accords de formation interprovinciaux	3 184 354	2 934 891

Chapitre V

Membres du Conseil de l'enseignement postsecondaire

Le Conseil se compose de 11 membres nommés par le lieutenant-gouverneur en conseil pour un mandat maximum de trois ans. Chaque membre peut être renommé pour un mandat supplémentaire.

Les membres suivants ont siégé au Conseil durant la période d'avril 2005 à mars 2006 :

Donald Robertson, LL. D., O.M. (président)	Winnipeg
Muriel Smith, M. Éd. (vice-présidente)	Winnipeg
Howard Almdal, M.A.	Winnipeg
Lucille Bruce, B. Éd., cert. postbacc. en éd.	Winnipeg
William Dumas, B. Éd.	Thompson
Carolyn Frost, LL. B.	Winnipeg
Darlene Hendler, M. Serv. Soc.	Winnipeg
Rita Lécuyer, M. Éd.	Winnipeg
David Turner, Ph.D.	Winnipeg
Christopher Macdonald, Ph.D. (jusqu'en juillet 2005)	Brandon
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Annexe A

Présentation de l'information sur le rendement - Conseil de l'enseignement postsecondaire

L'exercice 2005-2006 est la première année où les rapports annuels du ministère comprennent une section d'information sur le rendement standardisée. Il s'agit d'une autre étape du processus visant à ce que les Manitobains aient un meilleur aperçu des activités du gouvernement et des répercussions de celles-ci sur la province. Ce processus a été amorcé en 2005 avec la publication du document *Rapport aux Manitobains sur le rendement — Document de travail 2005*, qui se trouve sur Internet à : www.gov.mb.ca/finance/mbperformance/perf02.fr.html.

Les indicateurs de rendement dans les rapports annuels des ministères ont pour objectif de fournir aux Manitobains des renseignements valables et utiles sur les activités du gouvernement, en tant que complément des résultats financiers. Certains renseignements incorporent des données recueillies par le gouvernement provincial, alors que d'autres montrent des données rassemblées par des organismes externes. À mesure que le processus évolue, un éventail de mesures actuelles, nouvelles ou proposées pourrait être inclus dans le rapport dans les années à venir.

Nous accordons beaucoup d'importance à vos commentaires sur la mesure de la performance. Vous pouvez nous les envoyer, ainsi que toute question, à mbperformance@gov.mb.ca.

Que mesurons-nous et comment ?	**Pourquoi est-il important de mesurer ?**	**Quelle est la valeur connue la plus récente de cet indicateur ?**	**Quelle est la tendance de cet indicateur avec le temps ?**	**Commentaires/mesures récentes/ liens**
1. Accessibilité à l'enseignement postsecondaire en mesurant les inscriptions aux universités et collèges du Manitoba	Les inscriptions aux universités et aux collèges sont un indicateur clé de l'accessibilité à l'enseignement postsecondaire. L'accessibilité à l'enseignement postsecondaire est liée à la réussite sur le marché du travail par le biais de meilleures possibilités de carrière et à l'amélioration des conditions de santé et du bien-être.	Inscriptions aux universités en 2005-2006 et aux collèges en 2004-2005 au Manitoba * **Inscriptions aux universités** en 2005-2006 Temps plein 29 538 Temps partiel 11 973 Total 41 511 * Les inscriptions aux universités sont calculées uniquement sur les étudiants inscrits à une session régulière (septembre à avril). Cela évite le comptage en double des étudiants, même quand ceux-ci sont	Augmentation **Total des inscriptions aux universités** - Entre 1999-2000 et 2005-2006, les inscriptions à l'université à temps plein et à temps partiel d'étudiants des premier, deuxième et troisième cycles ont augmenté de 35,4 % au Manitoba. **Inscriptions aux universités (premier, deuxième et troisième cycles)** – Entre 1999-2000 et 2005-2006, les universités du Manitoba ont enregistré une augmentation de 36,5 %	Les inscriptions aux collèges ont augmenté de 44,4 % en 2001-2002 à 47,9 % en 2004-2005 dans le cas des femmes, et de 55,6 % à 52,1 % dans celui des hommes. Entre 1999-2000 et 2004-2005, les inscriptions aux collèges pour les étudiants autochtones ont augmenté de 55 %. (Des procédures de collecte des statistiques d'inscriptions des étudiants autochtones aux universités du Manitoba sont en cours de développement). Environ 2 655 nouveaux étudiants étaient inscrits aux programmes Accès du Manitoba entre 1999-2000 et 2005-2006, soit en moyenne 380 nouveaux étudiants par année.

Que mesurons-nous et comment ?	Pourquoi est-il important de mesurer ?	Quelle est la valeur connue la plus récente de cet indicateur ?	Quelle est la tendance de cet indicateur avec le temps ?	Commentaires/mesures récentes/ liens
		inscrits à plusieurs sessions. ** **Inscriptions aux collèges** en 2004-2005 Temps plein 12 449 Temps partiel 2 002 Total 14 451 ** Les inscriptions aux collèges en 2005-2006 ne sont pas encore disponibles, car les admissions sont continues durant l'année scolaire.	des inscriptions au premier cycle, et une augmentation de 25,7 % des inscriptions aux deuxième et troisième cycles. **Inscriptions aux collèges** - Entre 1999-2000 et 2004-2005, les collèges du Manitoba ont enregistré une augmentation de 30,8 % des inscriptions aux programmes de jour ordinaires et d'apprentissage.	Pour plus de renseignements sur les inscriptions et autres indicateurs de rendement, n'hésitez pas à communiquer avec le Conseil ou à consulter notre site <www.copse.mb.ca>.
2. Abordabilité de l'enseignement postsecondaire en examinant les frais de l'enseignement postsecondaire pour les étudiants	Le coût de l'enseignement postsecondaire pour les étudiants est un indicateur clé de l'abordabilité de l'enseignement postsecondaire. Le maintien de l'abordabilité des frais de scolarité contribue à rendre l'enseignement postsecondaire accessible à un nombre croissant de Manitobains.	Les frais de scolarité payés par les étudiants aux établissements postsecondaires publics du Manitoba pour l'année scolaire 2005-2006.	Stable. En 2000-2001, les frais de scolarité des établissements postsecondaires publics ont été réduits de 10 % et sont restés au même niveau depuis. Au cours de cette période, les inscriptions dans les universités et collèges ont augmenté de 30%.	Les frais de scolarité des collèges du Manitoba sont les plus bas au Canada, à l'exclusion du Québec qui ne perçoit pas de frais de scolarité au cégep; les frais de scolarité des universités arrivent à l'avant-avant-dernier niveau au Canada, après le Québec et Terre-Neuve. (Source : Statistique Canada) Depuis 2000-2001, le gouvernement a subventionné des remises sur frais de scolarité pour aider les établissements postsecondaires à consentir aux étudiants des réductions de 10 % sur les frais de scolarité. Les subventions versées au titre des frais de scolarité ont totalisé 12,4 millions de dollars en 2004-2005, et 13,2 millions de dollars en 2005-2006, soit une augmentation de 2,4 %.
3. Réussite des étudiants dans le système d'enseignement	Un indicateur clé de la réussite des étudiants dans le système d'enseignement	Les grades, diplômes et certificats décernés par les collèges et les universités du Manitoba en 2005.	Augmentation De 1999 à 2005, le nombre total de diplômes	En 2005, 97 % des diplômés des programmes Accès du Manitoba avaient trouvé du travail ou poursuivaient leurs études. Et 98 % des diplômés ayant trouvé

Que mesurons-nous et comment ?	Pourquoi est-il important de mesurer ?	Quelle est la valeur connue la plus récente de cet indicateur ?	Quelle est la tendance de cet indicateur avec le temps ?	Commentaires/mesures récentes/ liens
postsecondaire en examinant les grades, diplômes et certificats décernés par les établissements	postsecondaire est le nombre de grades, diplômes et certificats décernés par les collèges et les universités. Les recherches montrent que l'enseignement postsecondaire a une influence importante sur la participation et la réussite dans l'économie du savoir.	**Diplômés des universités en 2005** Baccalauréat 5 416 Maîtrise 626 Doctorat 100 Médecine et dentisterie 162 Certificat / Diplôme 305 Total 6 609 **Diplômés des collèges en 2004** Diplôme 1 838 Certificat 2 205 Total 4 043 Les personnes qui ont obtenu des diplômes dans des collèges et des universités sont enregistrées dans l'année calendaire de l'obtention du diplôme.	universitaires décernés est passé de 5 441 à 6 609, en augmentation de 21,5 %. De 1999 à 2004, le nombre de diplômés des collèges (diplômes et certificats) est passé de 3 080 à 4 043, en augmentation de 31,3 %.	un emploi travaillaient dans un domaine connexe à leur domaine d'études. Sur le plan national, les taux d'emploi des diplômés des programmes Accès demeurent impressionnants. Par exemple, au Canada, sur 150 ingénieurs autochtones, environ un tiers sont des diplômés du programme Accès aux études de génie de l'Université du Manitoba.

Que mesurons-nous et comment ?	Pourquoi est-il important de mesurer ?	Quelle est la valeur connue la plus récente de cet indicateur ?	Quelle est la tendance de cet indicateur avec le temps ?	Commentaires/mesures récentes/ liens
4. Capacité dans les établissements postsecondaires en examinant les subventions accordées par la Province aux établissements postsecondaires • Subventions de fonctionnement • Subventions d'investissement	Les subventions de fonctionnement et d'investissement fournies aux universités et collèges au cours d'un exercice visent à leur permettre de fonctionner sans déficit d'exploitation durant l'exercice en question.	Subventions de fonctionnement et d'investissement versées aux universités et aux collèges en 2006-2007.	Augmentation • **Fonds d'administration** Depuis 1999-2000, les subventions d'exploitation aux universités publiques du Manitoba (à l'exception du Collège universitaire du Nord) ont augmenté de 61,7 millions de dollars ou 28,7 % au-dessus des niveaux de financement approuvés pour 1999-2000. Après la prise en compte des économies d'impôt foncier projetées en 2006, l'accroissement des ressources pour les universités atteint 36 %. Depuis 1999-2000, les subventions d'exploitation aux collèges du Manitoba (y compris le CUN) ont augmenté de 16 millions de dollars ou 25,9 % au-dessus des niveaux de financement approuvés pour 1999-2000. Combinée à l'augmentation de subvention générée par l'Initiative d'expansion des collèges, l'augmentation totale des subventions aux collèges a été de 45,4 millions de dollars ou 73,2 % depuis 1999-2000.	In 2006-2007, le gouvernement a approuvé un engagement de financement de trois ans au titre de subventions de fonctionnement pour les universités et collèges, Initiative d'expansion des collèges et programmes Accès compris; l'engagement prévoit une augmentation de 5,8 % en 2006-2007, de 5 % en 2007-2008 et de 5 % en 2008-2009. Entre 1999-2000 et 2005-2006, le financement du système postsecondaire - fonctionnement, immobilisations, IEC, subventions pour remises sur frais de scolarité et autres subventions - a augmenté de 33 %. La Province a contribué à raison de 47 millions à un engagement de 50 millions de dollars en faveur de la campagne *Building On Strengths* (miser sur les points forts) de l'Université du Manitoba. La Province versera les 3 millions restant en 2006-2007. La création de 5 fonds en fiducie parmi lesquels la fiducie d'infrastructure de l'enseignement postsecondaire créée par la *Loi C-48*, permettront de relever le financement immédiat d'un million de dollars pendant deux ans pour les provinces et les territories. En fonction du nombre d'habitants, a part du Manitoba est de 36,3 millions de dollars pour 2 ans.

Que mesurons-nous et comment ?	Pourquoi est-il important de mesurer ?	Quelle est la valeur connue la plus récente de cet indicateur ?	Quelle est la tendance de cet indicateur avec le temps ?	Commentaires/mesures récentes/ liens
			• **Fonds d'immobilisations** Entre 2000-2001 et 2006-2007, la Province fournira 142,8 millions de dollars en fonds d'immobilisations aux universités et collèges, en plus de permettre la construction du campus de la rue Princess, du Red River College, au coût de 34,9 millions de dollars, pour un total de 177,7 millions de dollars. En 2006-2007, on prévoit que le gouvernement dépensera 17,7 millions de dollars en immobilisations dans les collèges et au Collège universitaire du Nord, et que le cumul depuis 1999-2000 des subventions provinciales pour les immobilisations au niveau postsecondaire dépassera les 200 millions de dollars.	Voici des projets d'immobilisations qui ont bénéficié récemment de subventions du gouvernement : - Wesley Hall de l'Université de Winnipeg (14 millions de dollars), - bâtiment de l'école des études en santé de l'Université de Brandon (5 millions de dollars), et - centre des étudiants du Collège universitaire de Saint-Boniface (2,17 millions de dollars).

Que mesurons-nous et comment ?	Pourquoi est-il important de mesurer ?	Quelle est la valeur connue la plus récente de cet indicateur ?	Quelle est la tendance de cet indicateur avec le temps ?	Commentaires/mesures récentes/ liens
5. Place occupée par l'enseignement postsecondaire dans les priorités de la Province en examinant l'appui manifesté aux programmes des collèges et universités : • Programmes stratégiques • Projets de réorganisation du système • Initiative d'expansion des collèges	Le Conseil appuie les priorités de la Province par le biais des approbations permettant le financement des programmes dans les collèges et les universités. Dont : - L'enveloppe **Programmes stratégiques** favorise l'élaboration de programmes postsecondaires nouveaux ou élargis. Ces programmes doivent répondre stratégiquement aux besoins sociaux, culturels et économiques ou à la situation du marché du travail du Manitoba, et compléter les programmes existants. - Les **Projets de réorganisation du système** sont destinés à réorganiser certains aspects du système postsecondaire. À titre d'exemple, le Conseil a approuvé des projets visant à incorporer la	Les programmes stratégiques, les projets de réorganisation du système et les programmes Initiative d'expansion des collèges ont été approuvés en 2005-2006.	Augmentation De 2000-2001 à 2005-2006, le Conseil a approuvé 103 programmes nouveaux ou élargis à l'intention des universités et 109 programmes destinés aux collèges, soit au total 212 nouveaux programmes. En 2005-2006, le Conseil a approuvé 21 programmes universitaires (Collège universitaire du Nord compris), et 5 programmes destinés à des collèges. De 2000-2001 à 2005-2006, il a subventionné au total 79 programmes/initiatives nouveaux ou élargis à l'intention des collèges.	**Programmes stratégiques** Depuis 2000-2001, le Conseil a effectué des investissements appréciables dans plusieurs secteurs du système postsecondaire. Ces investissements ont porté sur des programmes pour les élèves autochtones, les sciences infirmières, les professions des services aux collectivités et de la santé, les technologies de l'information, les initiatives d'accessibilité, l'évaluation des connaissances acquises, la formation en français de base, les infrastructures, l'industrie et la gestion des entreprises. Voici quelques programmes qui ont été subventionnés récemment : - programme de maîtrise interdisciplinaire en études des incapacités - diplôme des services à la famille et à l'enfant autochtones - programme du certificat de traduction - baccalauréat en sciences infirmières – transfert d'établissement - programme d'études en arts visuels et autochtones **Projets de réorganisation du système** Voici quelques projets qui ont été subventionnés récemment : - accès aux ressources historiques du Manitoba - restructuration du programme des sciences infirmières de premier cycle à

Que mesurons-nous et comment ?	Pourquoi est-il important de mesurer ?	Quelle est la valeur connue la plus récente de cet indicateur ?	Quelle est la tendance de cet indicateur avec le temps ?	Commentaires/mesures récentes/ liens
• Virement-crédit et articulation	technologie dans la prestation de programmes; des services soutenant des activités qui augmentent le taux de participation des Autochtones; ou des initiatives favorisant l'évaluation des acquis ou facilitant le transfert des crédits et l'articulation des programmes dans le système. Le financement des projets s'étend sur un maximum de 3 ans. Les programmes de l'**Initiative d'expansion des collèges** favorisent la croissance du système des collèges publics du Manitoba.		Depuis 2000-2001, l'Initiative d'expansion des collèges a engagé 27, 9 millions de dollars dans l'expansion du système des collèges.	l'Université de Brandon - classes virtuelles LearnLinc pour la formation d'aides-soignants - Wireless Electronic Library - Cree Language Course Delivery using Virtual Language Lab [présentation d'un cours en langue cri au moyen du laboratoire de langues virtuel **Les programmes de l'Initiative d'expansion des collèges** Les investissements de l'Initiative d'expansion des collèges concernent les secteurs suivants : hygiène, aérospatiale, technologies de l'information et des communications, fabrication/industrie, affaires/tourisme, services communautaires/sociaux, agriculture et ressources naturelles, campus de la rue Princess, interventions stratégiques. Voici quelques programmes qui ont été subventionnés récemment : - Police Studies Certificate [certificat en études en techniques policières] - Digital Multimedia – 3D Animation [technologies numériques multimédias - animation 3D] - Initiative de formation en sciences biologiques et en biotechnologie - Expansion des sciences infirmières dans le Nord En mai 2005, le Conseil a approuvé des fonds pour un projet pilote d'analyse de l'articulation des programmes d'enseignement postsecondaire d'etudes de l'environnement du Manitoba.

Manitoba Council on Post-Secondary Education

Statistical Compendium

For the Academic Years Ending in 2005

Fall 2006

Manitoba

Data Availability

In addition to compact disc (CD-ROM), the Statistical Compendium is available on the website of the Council on Post-Secondary Education.

Data in This Report

The data in this report have been provided by:

- University of Manitoba
- University of Winnipeg
- Brandon University
- Collège universitaire de Saint-Boniface
- Red River College
- Assiniboine Community College
- University College of the North (formerly Keewatin Community College)
- Canadian Mennonite University
- Providence College and Seminary
- Steinbach Bible College
- William & Catherine Booth College
- ACCESS Programs
- Campus Manitoba
- Inter-Universities North

Although the data in this report have not been audited, the objective is to provide a general overview of Manitoba Post-Secondary institutions. And because the fundamental difference among institutions in academic programs, organization and physical environment, data in this report are subject to interpretation and clarification.

Requests for further institutional data should be directed to the specific university, college or program.

How to Obtain More Information

Inquires about this document should be directed to:

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Winnipeg, Manitoba R3C 0C4

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Visit the Council on Post-Secondary Education's website:
http://www.copse.mb.ca

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- Red River College Research and Planning and Human Resource Services
- Assiniboine Community College Registrar, Computer Services and Health and Human Services
- University College of the North Registrar (formerly Keewatin Community College)/ Computer Services and Human Resources
- The Canadian Mennonite University Registrar and Computer Services
- Providence College and Seminary
- Steinbach Bible College
- William and Catherine Booth College
- The ACCESS Programs
- Campus Manitoba
- Inter-Universities North

STATISTICS AT A GLANCE

Universities

Enrollment:	2000/01	2001/02	2002/03	2003/04	2004/05
All Sessions (Undergraduate & Graduate -Regular & Spring/Summer)	41,355	44,266	47,877	50,719	52,725
% change	*4.2%*	*7.0%*	*8.2%*	*5.9%*	*4.0%*
Regular Sessions (Full & Part Time)	31,965	34,149	36,756	39,204	40,744
% change	*4.2%*	*6.8%*	*7.6%*	*6.7%*	*3.9%*
Undergraduate (Regular Session)	28,788	30,864	33,299	35,496	36,855
% change	*4.7%*	*7.2%*	*7.9%*	*6.6%*	*3.8%*
% Female	59.0%	*60.1%*	*60.2%*	*59.8%*	*59.5%*
% Male	41.0%	*39.9%*	*39.8%*	*40.2%*	*40.5%*
Graduate (Regular Session)	3,177	3,285	3,457	3,708	3,889
% change	*0.1%*	*3.4%*	*5.2%*	*7.3%*	*4.9%*
% Female	53.8%	*54.5%*	*54.5%*	*53.9%*	*55.0%*
% Male	46.2%	*45.5%*	*45.5%*	*41.0%*	*45.0%*
International Students Enrollment:					
Undergraduate (Regular Session)	789	954	1,207	1,682	2,388
% change	*8.4%*	*20.9%*	*26.5%*	*39.4%*	*42.0%*
Degrees Granted	5,343	5,678	5,632	6,000	6,453
Undergraduate	4731	5042	5011	5375	5724
Graduate	612	636	621	625	729
% change	*-1.8%*	*6.3%*	*-0.8%*	*6.5%*	*7.6%*
% Female	58.3%	*59.9%*	*60.1%*	*61.7%*	*61.9%*
% Male	41.7%	*40.1%*	*39.9%*	*38.3%*	*38.1%*
Teaching Staff (Full Time Only)					
Academic Staff [1]	1,314	1,551	1,583	1,633	1,686
% change		*18.0%*	*2.1%*	*3.2%*	*3.2%*
% Female	29.0%	*30.0%*	*30.8%*	*32.5%*	*32.0%*
% Male	71.0%	*70.0%*	*69.2%*	*67.5%*	*68.0%*

Colleges

Enrollment:	2000/01	2001/02	2002/03	2003/04	2004/05
Full & Part Time	12,112	13,050	13,576	14,416	14,451
% change	*9.6%*	*7.7%*	*4.0%*	*6.2%*	*0.2%*
% Female [2]	-	*43.2%*	*46.2%*	*46.4%*	*45.8%*
% Male [2]	-	*54.1%*	*53.8%*	*53.4%*	*52.1%*
% Unknown	-	2.7%	0.0%	0.2%	2.1%
International Students Enrollment:					
Total	53	39	33	53	62
% change		*-26.4%*	*-15.4%*	*60.6%*	*17.0%*
Diploma /Certificate Granted	3,080	3,399	4,157	4,110	4,256
% change	*4.8%*	*10.4%*	*22.3%*	*-1.1%*	*3.6%*
% Female	*54.3%*	*53.5%*	*57.1%*	*55.4%*	*54.6%*
% Male	*43.8%*	*44.8%*	*41.8%*	*42.5%*	*44.0%*
% Unknown	*1.9%*	*1.7%*	*1.2%*	*2.1%*	*1.4%*
Teaching Staff (Full Time Only)					
Instructional Staff	682	731	741	747	761
% change		*7.2%*	*1.4%*	*0.8%*	*1.9%*
% Female	*40.8%*	*40.4%*	*40.1%*	*40.7%*	*41.5%*
% Male	*59.2%*	*59.6%*	*59.9%*	*59.3%*	*58.5%*

1. University teaching staff includes : full time Professors, Associate professors, Assistant professors, Lecturers, Deans and Directors equivalent to Deans.

2. ACC gender data not available in 1999 & 2000.

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CHAPTER 1 - UNIVERSITIES

PART 1

TOTAL ENROLLMENT

CHAPTER 1 – UNIVERSITIES

1.0 Background

There are four publicly funded universities in Manitoba, each operating under separate legislation and defined as universities under the Council on Post-Secondary Education Act: the University of Manitoba (UM), the University of Winnipeg (UW), Brandon University (BU) and Collège universitaire de Saint-Boniface (CUSB) which is an affiliated college of The University of Manitoba.

The UM is the largest, most comprehensive and only medical-doctoral university in Manitoba. In addition to offering undergraduate and graduate education in arts, science and other fields, UM offers programs in a broad range of professional areas. The UW, BU and CUSB are all primarily undergraduate institutions, which offer undergraduate and a limited number of graduate programs in arts, and education, as well as specialized programs on an institution-by-institution basis. CUSB offers university programming in French.

On some tables, data in this Chapter may differ from the September 2005 edition. Data in this document should be considered correct, as some institutions have revised their data. Where this has occurred, "Revised" will be noted.

1.1 Total Enrollment

1.1.1 Total Enrollment – All Sessions

The "total student enrollment for all sessions" is the sum of all full-time and part-time students at each university in Manitoba. This includes undergraduate and graduate enrollments in both the regular session and spring/summer sessions. Total enrollment is a student headcount, which is the sum of all full-time (FT) and part-time (PT) students.

"Full-time equivalent" enrollment (FTE) is a calculation that equalizes all students to full-time status. This calculation takes the number of part-time students and it divides by 3.5, which, according to Statistics Canada, will give a figure equivalent to the number of students attending university full-time. When this number is added to the number of full-time students, the result is FTE.

Enrollment is a discrete count of students in each session; regular session (full-time or part-time) and/or spring/summer session (full-time or part-time). Therefore a student may be counted twice if enrolled in both sessions in an academic year. Statistics Canada does not report a student twice in one academic year. As a result, data reported in the Compendium may not be completely parallel to Statistics Canada data.

Regular session data are reported by the universities as of November 1 annually, and includes students who have paid tuition fees. Spring and summer data are reported two days following the voluntary withdrawal date of the final summer session term.

The chart below shows that for the five-year period from 2000/01 to 2004/05, the distribution of total student enrollment by university remained unchanged. UM accounts for just over two-thirds or 67.6% of total university enrollment, UW 20.7%, BU 9.4%, and CUSB 2.3%.

All universities show a similar trend in enrollment change over the five-year period. Enrollment increased steadily in each year between 2000/01 and 2004/05. In 2004/05, enrollment increased an average of 4% at all universities over prior year.

Cumulatively between 2000/01 and 2004/05 total enrollment increased by 11,370 students or 27.5%. Following the same trend, both full and part time enrollment increased by 25.9% (6,058 students), and 29.6% (5,312 students) respectively.

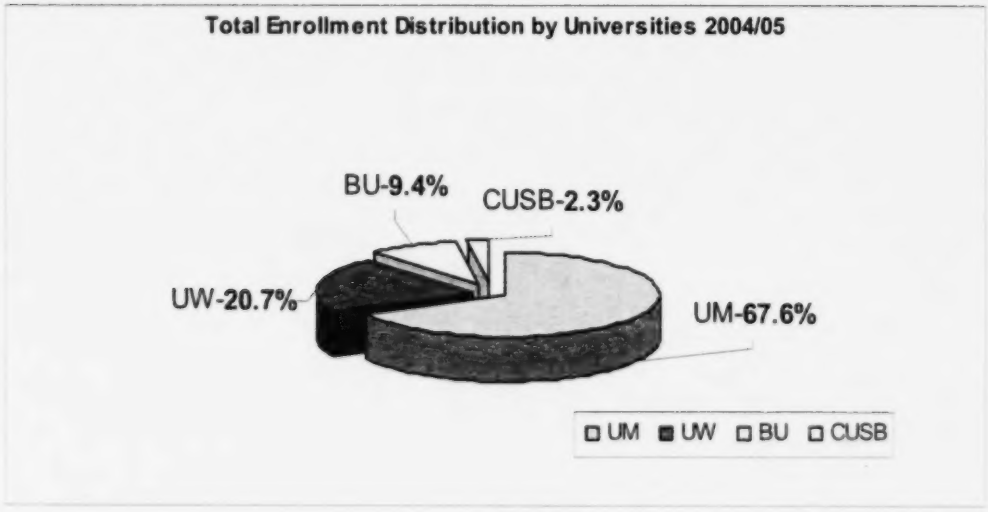


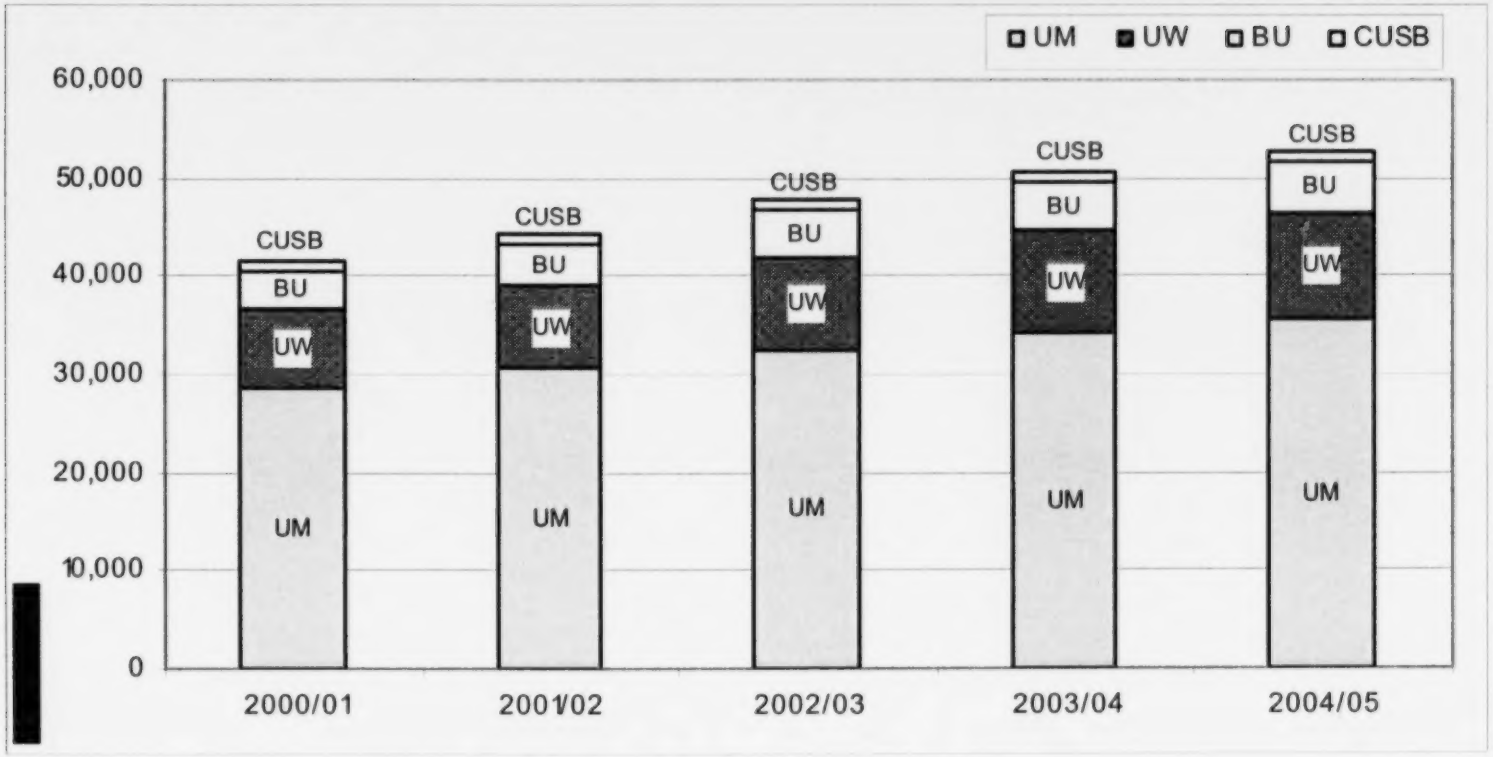
Table 1.1.1 - Total Enrollment [1,4,6] -All Sessions [2]

	2000/01	% change yr/yr	2001/02	% change yr/yr	2002/03	% change yr/yr	2003/04	% change yr/yr	2004/05	% change yr/yr	Cumulative % change 2000/01 to 2004/05
University of Manitoba [3,5]											
FT	16,807	3.5%	17,849	6.2%	18,504	3.7%	19,770	6.8%	20,624	4.3%	22.7%
PT	11,679	5.4%	12,829	9.8%	13,968	8.9%	14,506	3.9%	14,997	3.4%	28.4%
Total	**28,486**	**4.3%**	**30,678**	**7.7%**	**32,472**	**5.8%**	**34,276**	**5.6%**	**35,621**	**3.9%**	**25.0%**
FTE	20,144	3.8%	21,515	6.8%	22,495	4.6%	23,915	6.3%	24,909	4.2%	23.7%
University of Winnipeg											
FT	4,418	3.1%	4,682	6.0%	5,231	11.7%	5,776	10.4%	6,001	3.9%	35.8%
PT	3,580	6.4%	3,648	1.9%	4,328	18.6%	4,743	9.6%	4,942	4.2%	38.0%
Total	**7,998**	**4.5%**	**8,330**	**4.2%**	**9,559**	**14.8%**	**10,519**	**10.0%**	**10,943**	**4.0%**	**36.8%**
FTE	5,441	3.7%	5,724	5.2%	6,468	13.0%	7,131	10.3%	7,413	4.0%	36.3%
Brandon University											
FT	1,788	4.7%	1,888	5.6%	2,020	7.0%	2,164	7.1%	2,299	6.2%	28.6%
PT	2,203	1.3%	2,435	10.5%	2,700	10.9%	2,578	-4.5%	2,632	2.1%	19.5%
Total	**3,991**	**2.8%**	**4,323**	**8.3%**	**4,720**	**9.2%**	**4,742**	**0.5%**	**4,931**	**4.0%**	**23.6%**
FTE	2,417	3.8%	2,584	6.9%	2,791	8.0%	2,901	3.9%	3,051	5.2%	26.2%
Collège universitaire de Saint-Boniface											
FT	415	6.1%	426	2.7%	459	7.7%	556	21.1%	562	1.1%	35.4%
PT	465	6.9%	509	9.5%	667	31.0%	626	-6.1%	668	6.7%	43.7%
Total	**880**	**6.5%**	**935**	**6.3%**	**1,126**	**20.4%**	**1,182**	**5.0%**	**1,230**	**4.1%**	**39.8%**
FTE	548	6.4%	571	4.1%	649	13.7%	735	13.2%	753	2.4%	37.3%
Grand Total All Universities											
FT	23,428	3.6%	24,845	6.0%	26,214	5.5%	28,266	7.8%	29,486	4.3%	25.9%
PT	17,927	5.1%	19,421	8.3%	21,663	11.5%	22,453	3.6%	23,239	3.5%	29.6%
Total	**41,355**	**4.2%**	**44,266**	**7.0%**	**47,877**	**8.2%**	**50,719**	**5.9%**	**52,725**	**4.0%**	**27.5%**
FTE	28,550	3.6%	30,393	6.5%	32,403	6.6%	34,681	7.0%	36,126	4.2%	26.5%

Enrollment data includes;

1. Undergraduate and Graduate enrollments: Full time and Part time.
2. Regular and spring/summer sessions
3. Joint Master's program students who have their workload directly associated with the UM.
4. Pre-master's (PMGE), Master's Doctoral, Occasional and Diploma students.
5. Distance Education students (Part time).
6. Enrollment is discrete count of students in each session; e.g. student enrolled in Regular and Spring/summer session in the same year may be counted twice in the above data.

Table 1.1.1 (a) – Total Enrollment -All Sessions 5 Year Trend 2000/01 to 2004/05



1.1.2 Total Enrollment – Regular Session

Regular session at universities is from September to April and comprises one full academic year. Both full and part time students enroll during regular session.

Total enrollment for regular session, as found in Table 1.1.2, shows a similar trend over time to that of total enrollment. Between 2000/01 to 2004/05 total regular session enrollment increased at all four universities by 8,779 students or 27.5%.

Overall total FTE's also increased between 2000/01 to 2004/05 by 6,564 students or 25.5%.

Similar to the total enrollment data, regular session full-time enrollment (which comprised 71.8% of total enrollment in 2004/05) increased each year between 2000/01 and 2004/05. The highest full-time enrollment increase was between 2002/03 to 2003/04 by 2,060 students or 7.9%

Overall, there was an increase of students 6,047 (26.0%) in regular session full-time enrollment and an increase of 2,732 (31.2%) part-time regular session students over the five-year period.

Table 1.1.2 Total Enrollment [1] -Regular Session

	2000/01	% Change	2001/02	% Change	2002/03	% Change	2003/04	% Change	2004/05	% Change	Cumulative % change 2000/01 to 2004/05
University of Manitoba [2,3,4]											
FT	16,611	3.3%	17,651	6.3%	18,280	3.6%	19,553	7.0%	20,411	4.4%	**22.9%**
PT	5,367	6.4%	5,967	11.2%	6,701	12.3%	7,018	4.7%	7,214	2.8%	**34.4%**
Total	**21,978**	**4.0%**	**23,618**	**7.5%**	**24,981**	**5.8%**	**26,571**	**6.4%**	**27,625**	**4.0%**	**25.7%**
FTE	18,144	3.6%	19,356	6.7%	20,195	4.3%	21,558	6.8%	22,472	4.2%	**23.9%**
University of Winnipeg											
FT	4,401	3.0%	4,662	5.9%	5,220	12.0%	5,766	10.5%	5,990	3.9%	**36.1%**
PT	1,987	6.2%	2,157	8.6%	2,467	14.4%	2,669	8.2%	2,788	4.5%	**40.3%**
Total	**6,388**	**4.0%**	**6,819**	**6.7%**	**7,687**	**12.7%**	**8,435**	**9.7%**	**8,778**	**4.1%**	**37.4%**
FTE	4,969	3.4%	5,278	6.2%	5,925	12.3%	6,529	10.2%	6,523	-0.1%	**31.3%**
Brandon University											
FT	1,788	4.7%	1,888	5.6%	2,020	7.0%	2,164	7.1%	2,299	6.2%	**28.6%**
PT	1,096	7.7%	1,065	-2.8%	1,204	13.1%	1,121	-6.9%	1,088	-2.9%	**-0.7%**
Total	**2,884**	**5.8%**	**2,953**	**2.4%**	**3,224**	**9.2%**	**3,285**	**1.9%**	**3,387**	**3.1%**	**17.4%**
FTE	2,101	5.1%	2,192	4.4%	2,364	7.8%	2,484	5.1%	2,610	5.1%	**24.2%**
Collège universitaire de Saint-Boniface											
FT	415	6.1%	426	2.7%	459	7.7%	556	21.1%	562	1.1%	**35.4%**
PT	300	4.9%	333	11.0%	405	21.6%	357	-11.9%	392	9.8%	**30.7%**
Total	**715**	**5.6%**	**759**	**6.2%**	**864**	**13.8%**	**913**	**5.7%**	**954**	**4.5%**	**33.4%**
FTE	500	5.9%	522	4.3%	575	10.2%	658	14.4%	674	2.4%	**34.7%**
Total											
FT	23,215	3.4%	24,627	6.1%	25,979	5.5%	28,039	7.9%	29,262	4.4%	**26.0%**
PT	8,750	6.5%	9,522	8.8%	10,777	13.2%	11,165	3.6%	11,482	2.8%	**31.2%**
Total	**31,965**	**4.2%**	**34,149**	**6.8%**	**36,756**	**7.6%**	**39,204**	**6.7%**	**40,744**	**3.9%**	**27.5%**
FTE	25,715	3.7%	27,348	6.4%	29,058	6.3%	31,229	7.5%	32,279	3.4%	**25.5%**

Enrollment data includes:

1. Undergraduate and Graduate enrollments: Full time and Part time.
2. Joint Master's program students who have their workload directly associated with the UM.
3. Pre-master's (PMGE), Master's Doctoral, Occasional and Diploma students.
4. Distance Education students (Part time).

1.1.3 Total Enrollment – Spring/Summer Session

Intersession, spring and summer sessions operate at universities between May and August and include both full and part time graduate and undergraduate students.

Table 1.1.3 shows that between 2000 and 2004 almost all spring and summer session enrollment at each university was comprised of part-time students. BU and CUSB did not offer full-time spring and summer session programming. Part time enrollment continues to dominate 2004 spring and summer session; 98.0% of total enrollment was part-time students, and 2.0% was full-time.

In the period of 2000 and 2004, the proportions of regular session enrollment (77.3%) and spring/summer session enrollment (22.7%) of the total enrollment remained relatively unchanged.

Table 1.1.3 - Total Enrollment [1] - Spring/Summer Session [2]

	2000	% Change	2001	% Change	2002	% Change	2003	% Change	2004	% Change	Cumulative % change 2000 to 2004
University of Manitoba [3]											
FT	196	23.27%	198	1.0%	224	13.1%	217	-3.1%	213	-1.8%	8.7%
PT	6,312	4.49%	6,862	8.7%	7,267	5.9%	7,488	3.0%	7,783	3.9%	23.3%
Total	6,508	4.97%	7,060	8.5%	7,491	6.1%	7,705	2.9%	7,996	3.8%	22.9%
FTE	1,999	6.05%	2,159	8.0%	2,300	6.5%	2,356	2.5%	2,437	3.4%	21.9%
University of Winnipeg											
FT	17	30.77%	20	17.6%	11	-45.0%	10	-9.1%	11	10.0%	-35.3%
PT	1,593	6.63%	1,491	-6.4%	1,861	24.8%	2,074	11.4%	2,154	3.9%	35.2%
Total	1,610	6.83%	1,511	-6.1%	1,872	23.9%	2,084	11.3%	2,165	3.9%	34.5%
FTE	472	7.27%	446	-5.5%	543	21.7%	603	11.0%	626	4.0%	32.7%
Brandon University											
FT	0	-	0	-	0	-	0	-	0	-	-
PT	1,107	-4.24%	1,370	23.8%	1,496	9.2%	1,457	-2.6%	1,544	6.0%	39.5%
Total	1,107	-4.24%	1,370	23.8%	1,496	9.2%	1,457	-2.6%	1,544	6.0%	39.5%
FTE	316	-4.24%	391	23.7%	427	9.2%	416	-2.5%	441	6.0%	39.6%
Collège universitaire de Saint-Boniface											
FT	0	-	0	-	0	-	0	-	0	-	-
PT	165	10.74%	176	6.7%	262	48.9%	269	2.7%	276	2.6%	67.3%
Total	165	10.74%	176	6.7%	262	48.9%	269	2.7%	276	2.6%	67.3%
FTE	47	9.30%	50	6.4%	75	50.0%	77	2.5%	79	2.6%	67.8%
Total											
FT	213	23.84%	218	2.3%	235	7.8%	227	-3.4%	224	-1.3%	5.2%
PT	9,177	3.81%	9,899	7.9%	10,887	10.0%	11,288	3.7%	11,757	4.2%	28.1%
Total	9,390	4.19%	10,117	7.7%	11,121	9.9%	11,515	3.5%	11,981	4.0%	27.6%
FTE	2,835	5.08%	3,046	7.4%	3,345	9.8%	3,452	3.2%	3,583	3.8%	26.4%

Notes:

1. Includes Graduate and Undergraduate data for both Spring/Summer Sessions.
2. Students are counted only once, regardless if they are enrolled in Spring and / or Summer sessions.
3. Includes Pre-Master's, Doctoral, Occasional, and Diploma students.

FTE=FT+(PT/3.5)

CHAPTER 1 - UNIVERSITIES

PART 2

UNDERGRADUATE ENROLLMENT

1.2 Undergraduate Enrollment

This section includes undergraduate enrollment data from 2000/01 to 2004/05 by session, gender, age, and for international students.

1.2.1 Undergraduate Enrollment – All Sessions

In the five year period of 2000/01 to 2004/05, overall total undergraduate full-time enrollment all session increased by 5,495 students (25.9%). Part-time enrollment also showed similar trend with an increase of 4,951 students (29.9%) in the same 5 year period.

Table 1.2.1 - Undergraduate Enrollment [1]- All Sessions

	2000/01	% Change	2001/02	% Change	2002/03	% Change	2003/04	% Change	2004/05	% Change	Cumulative % change 00/01 to 04/05
University of Manitoba [2]											
FT	14,600	4.3%	15,574	6.7%	16,103	3.4%	17,102	6.2%	17,846	4.4%	22.2%
PT	10,622	5.5%	11,682	10.0%	12,772	9.3%	13,239	3.7%	13,679	3.3%	28.8%
Total	**25,222**	**4.8%**	**27,256**	**8.1%**	**28,875**	**5.9%**	**30,341**	**5.1%**	**31,525**	**3.9%**	**25.0%**
FTE[3]	17,635	4.5%	18,912	7.2%	19,752	4.4%	20,885	5.7%	21,754	4.2%	23.4%
University of Winnipeg											
FT	4,405	3.2%	4,664	5.9%	5,219	11.9%	5,757	10.3%	5,990	4.0%	36.0%
PT	3,555	6.4%	3,623	1.9%	4,308	18.9%	4,724	9.7%	4,913	4.0%	38.2%
Total	**7,960**	**4.6%**	**8,287**	**4.1%**	**9,527**	**15.0%**	**10,481**	**10.0%**	**10,903**	**4.0%**	**37.0%**
FTE[3]	5,421	3.8%	5,699	5.1%	6,450	13.2%	7,107	10.2%	7,394	4.0%	36.4%
Brandon University											
FT	1,782	4.7%	1,882	5.6%	2,020	7.3%	2,158	6.8%	2,297	6.4%	28.9%
PT	2,030	0.9%	2,242	10.4%	2,531	12.9%	2,427	-4.1%	2,381	-1.9%	17.3%
Total	**3,812**	**2.7%**	**4,124**	**8.2%**	**4,551**	**10.4%**	**4,585**	**0.7%**	**4,678**	**2.0%**	**22.7%**
FTE[3]	2,362	3.8%	2,523	6.8%	2,743	8.7%	2,851	3.9%	2,977	4.4%	26.0%
Collège universitaire de Saint-Boniface											
FT	413	6.2%	426	3.1%	459	7.7%	556	21.1%	562	1.1%	36.1%
PT	379	6.8%	413	9.0%	537	30.0%	514	-4.3%	564	9.7%	48.8%
Total	**792**	**6.5%**	**839**	**5.9%**	**996**	**18.7%**	**1,070**	**7.4%**	**1,126**	**5.2%**	**42.2%**
FTE[3]	521	6.3%	544	4.4%	612	12.6%	703	14.8%	723	2.9%	38.7%
Total											
FT	21,200	4.1%	22,546	6.3%	23,801	5.6%	25,573	7.4%	26,695	4.4%	25.9%
PT	16,586	5.2%	17,960	8.3%	20,148	12.2%	20,904	3.8%	21,537	3.0%	29.9%
Total	**37,786**	**4.6%**	**40,506**	**7.2%**	**43,949**	**8.5%**	**46,477**	**5.8%**	**48,232**	**3.8%**	**27.6%**
FTE[3]	25,939	4.3%	27,677	6.7%	29,558	6.8%	31,546	6.7%	32,848	4.1%	26.6%

Notes:

1. Includes Undergraduate data for both Regular and Spring/Summer Sessions.
2. Includes Distance Education students.
3. Totals may not add due to rounding. FTE = FT + (PT/3.5)

The summary below illustrates that in 2004/05, the distribution of undergraduate enrollment by universities are; UM – 65.4%, UW – 22.6%, BU – 9.7%, CUSB – 2.3%. Cumulatively over the 5 year period, Undergraduate enrollment increased by 27.6% or 10,446 students.

Undergraduate Enrollment Distribution by Universities

	2000/01	2001/02	2002/03	2003/04	2004/05
UM	66.7%	67.3%	65.7%	65.3%	65.4%
UW	21.1%	20.5%	21.7%	22.6%	22.6%
BU	10.1%	10.2%	10.4%	9.9%	9.7%
CUSB	2.1%	2.1%	2.3%	2.3%	2.3%

1.2.2 Undergraduate Enrollment – Regular Session

Undergraduate regular session enrollment trends are similar to those of total regular session enrollments, with increases at all universities between 2000/01 and 2004/05.

Table 1.2.2 - Undergraduate Enrollment - Regular Session

	2000/01	% Change	2001/02	% Change	2002/03	% Change	2003/04	% Change	2004/05	% Change	Cumulative % change 00/01 to 04/05
University of Manitoba[1]											
FT	14,404	4.0%	15,376	6.7%	15,879	3.3%	16,885	6.3%	17,633	4.4%	**22.4%**
PT	4,596	6.6%	5,158	12.2%	5,845	13.3%	6,147	5.2%	6,302	2.5%	**37.1%**
Total	**19,000**	**4.7%**	**20,534**	**8.1%**	**21,724**	**5.8%**	**23,032**	**6.0%**	**23,935**	**3.9%**	**26.0%**
FTE	15,717	4.3%	16,850	7.2%	17,549	4.2%	18,641	6.2%	19,434	4.3%	**23.6%**
University of Winnipeg											
FT	4,388	3.1%	4,644	5.8%	5,208	12.1%	5,747	10.3%	5,979	4.0%	**36.3%**
PT	1,962	6.3%	2,132	8.7%	2,447	14.8%	2,650	8.3%	2,759	4.1%	**40.6%**
Total	**6,350**	**4.1%**	**6,776**	**6.7%**	**7,655**	**13.0%**	**8,397**	**9.7%**	**8,738**	**4.1%**	**37.6%**
FTE	4,949	3.5%	5,253	6.2%	5,907	12.4%	6,504	10.1%	6,767	4.0%	**36.8%**
Brandon University											
FT	1,782	4.7%	1,882	5.6%	2,020	7.3%	2,158	6.8%	2,297	6.4%	**28.9%**
PT	1,004	9.5%	978	-2.6%	1,119	14.4%	1,064	-4.9%	991	-6.9%	**-1.3%**
Total	**2,786**	**6.4%**	**2,860**	**2.7%**	**3,139**	**9.8%**	**3,222**	**2.6%**	**3,288**	**2.0%**	**18.0%**
FTE	2,069	5.3%	2,161	4.5%	2,340	8.2%	2,462	5.2%	2,580	4.8%	**24.7%**
Collège universitaire de Saint-Boniface											
FT	413	6.2%	426	3.1%	459	7.7%	556	21.1%	562	1.1%	**36.1%**
PT	239	2.6%	268	12.1%	322	20.1%	289	-10.2%	332	14.9%	**38.9%**
Total	**652**	**4.8%**	**694**	**6.4%**	**781**	**12.5%**	**845**	**8.2%**	**894**	**5.8%**	**37.1%**
FTE	481	5.6%	503	4.4%	551	9.6%	639	15.9%	657	2.9%	**36.5%**
Total											
FT	20,987	4.0%	22,328	6.4%	23,566	5.5%	25,346	7.6%	26,471	4.4%	**26.1%**
PT	7,801	6.8%	8,536	9.4%	9,733	14.0%	10,150	4.3%	10,384	2.3%	**33.1%**
Total	**28,788**	**4.7%**	**30,864**	**7.2%**	**33,299**	**7.9%**	**35,496**	**6.6%**	**36,855**	**3.8%**	**28.0%**
FTE	23,216	4.2%	24,767	6.7%	26,347	6.4%	28,246	7.2%	29,438	4.2%	**26.8%**

Notes:

1. Includes Distance Education students.

FTE = FT + (PT/3.5)

Cumulatively total undergraduate regular session enrollments between 2000/01 to 2004/05 show an increase of 8,067 students (28.0%) a five year period. University of Winnipeg had the largest percentage increase of 2,388 (37.6%).

Full and part time undergraduate regular session enrollments showed a similar trend to that of total regular session enrollments. Overall, full-time enrollment increased by 5,484 students (26.1%), while part-time enrollment increased by 2,583 students or 33.1%.

Table 1.2.2 (a) Undergraduate Enrollment by University and Faculty - Regular Session

University of Manitoba	2000-01					2001-02					2002-03					2003-04					2004-05					2000/01 to 2004/05 Cumulative % Change	
	Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time				
	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	Female	Male
Agricultural & Food Sciences-Degree	155	156	24	24	359	126	150	40	18	334	112	123	21	20	276	105	111	11	19	246	114	120	9	12	255	-31.3%	-26.7%
Agricultural & Food Sciences-Diploma	26	96	2	12	136	13	86	5	10	114	7	67	2	13	89	12	69	0	7	88	16	85	0	7	108	-42.9%	-14.8%
Architecture	179	113	5	5	302	161	104	6	9	280	178	98	6	7	289	170	103	4	1	278	171	109	14	11	305	0.5%	1.7%
Art, School of	161	92	51	31	335	161	106	59	26	352	176	105	69	33	383	196	110	61	27	394	207	111	67	31	416	29.2%	15.4%
Arts	1,262	791	373	235	2,661	1,483	953	393	289	3,118	1,524	1,009	480	319	3,312	1,537	1,100	473	349	3,459	1,614	1,189	485	373	3,661	28.4%	52.2%
Business, Asper School of [5]	508	650	133	157	1,448	543	665	126	141	1,475	560	685	135	136	1,516	546	648	169	183	1,546	527	650	184	174	1,535	10.9%	2.1%
Continuing Education	171	202	449	247	1,069	208	221	634	281	1,344	274	287	679	305	1,545	293	318	801	343	1,755	364	327	742	398	1,831	78.4%	61.5%
Dental Hygiene	51	3	0	0	54	51	1	0	0	52	49	3	0	0	52	49	2	0	0	51	49	1	0	0	50	-3.9%	-66.7%
Dentistry	42	52	0	0	94	49	53	0	0	102	44	62	0	0	106	48	68	0	0	116	49	76	0	0	125	16.7%	46.2%
Dentistry -B.Sc.	4	3	0	0	7	2	1	0	0	3	2	2	0	0	4	2	2	0	0	4	5	2	0	0	7	25.0%	-33.3%
Distance Education [4]	0	0	477	292	769	0	0	498	319	817	0	0	618	338	956	0	0	628	339	967	0	0	690	356	1,046	44.7%	21.9%
Education	452	200	313	94	1,059	406	193	307	74	980	377	173	316	68	934	423	191	357	79	1,050	404	202	388	83	1,077	3.5%	-3.1%
Engineering	195	707	25	129	1,056	166	736	28	114	1,044	156	734	16	124	1,030	152	790	20	141	1,103	154	788	16	108	1,066	-22.7%	7.2%
Environment [6]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	113	65	11	16	205	161	90	14	25	290	-	-
Human Ecology [2]	190	10	36	3	239	219	8	27	3	257	264	13	35	4	316	300	16	49	3	368	341	18	44	5	408	70.4%	76.9%
Law	132	132	5	4	273	128	115	10	5	258	146	129	9	4	288	145	132	11	6	294	128	137	9	5	279	0.0%	4.4%
Medicine	123	185	0	0	308	136	187	0	0	323	156	183	0	0	339	168	170	0	0	338	180	189	0	0	369	46.3%	2.2%
Medicine-B.Sc.	8	21	0	0	29	10	15	0	0	25	12	17	0	0	29	14	17	0	0	31	11	15	0	0	26	37.5%	-28.6%
Medicine-Medical Rehabilitation	147	31	4	0	182	165	30	8	6	209	160	34	1	0	195	158	36	1	1	196	135	42	3	0	180	-8.6%	35.5%
Music	94	36	13	11	154	91	37	7	8	143	104	48	7	7	166	115	46	5	6	172	133	81	8	6	228	31.8%	85.1%
Nursing	557	86	273	40	956	676	98	396	41	1,209	721	85	533	55	1,394	727	79	458	49	1,313	644	73	461	46	1,224	33.1%	-5.6%
Pharmacy	131	60	3	1	195	128	60	3	1	192	133	55	4	0	192	132	59	1	3	195	139	51	5	2	197	7.5%	-13.1%
Phys Ed & Rec Studies	172	120	35	21	348	196	118	26	23	363	181	133	22	25	361	169	137	23	26	355	162	151	26	23	362	-9.2%	23.4%
Science	861	1,056	154	253	2,324	855	1,084	188	246	2,373	886	1,119	213	305	2,523	935	1,147	227	288	2,597	1,058	1,191	223	329	2,801	26.2%	16.1%
Social Work	303	44	109	20	476	318	45	124	33	520	260	43	126	33	462	294	39	121	28	482	327	49	93	28	497	1.9%	20.3%
University 1 [3]	2,011	1,623	284	249	4,167	2,279	1,742	339	287	4,647	2,338	1,852	421	356	4,967	2,568	2,059	376	426	5,429	2,585	2,208	410	389	5,592	30.5%	38.7%
Total by FT/PT and F/M	7,935	6,469	2,768	1,828	**19,000**	8,570	6,806	3,224	1,934	**20,534**	8,820	7,059	3,693	2,152	**21,724**	9,371	7,514	3,807	2,340	**23,032**	9,678	7,955	3,891	2,411	**23,935**	**26.8%**	**24.9%**
Total by Full Time / Part Time	**14,404**		**4,596**			**15,376**		**5,158**			**15,879**		**5,845**			**16,885**		**6,147**			**17,633**		**6,302**				

Notes:

1. Excludes pre-master's students. Pre-master's students are included in Graduate Studies.
2. Enrollment in the integrated B. Human Ecology/B. Education program is reflected in Education for Years 2 through 5. Enrollment in the integrated B. Music/B. Education program is reflected in Music for Years 2 and 3 and in Education for Years 4 and 5.
   Enrollment in the integrated programs for 2001/02 is reflected in Human Ecology (B. Human Ecology/B. Education) and Music (B. Music/B. Education) for Years 3 and 4 and in Education for Year 5.
3. University I program was introduced in 1998. Most "new" students, with limited or no university experience registered in this program. Faculties/schools that had previously accepted "new" students will show an enrollment drop for 1998.
4. Distance Education includes only those students taking all of their courses through a distance mode of delivery. Students taking a combination of on-campus and distance courses are included under their faculty of registration.
5. The Asper School of Business was formerly reported as the Faculty of Management.
6. Faculty of Environment new in 2003/04

Table 1.2.2 (a) Undergraduate Enrollment by University and Faculty - Regular Session

University of Winnipeg	2000-01					2001-02					2002-03					2003-04					2004-05					2000/01 to 2004/05 Cumulative % Change	
	Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Female	Male
	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total		
Arts	1,110	683	586	304	**2,683**	1,023	626	552	312	**2,513**	759	504	559	310	**2,132**	1,019	636	704	320	**2,679**	1,118	767	678	375	**2,938**	5.9%	15.7%
Education	490	130	58	30	**708**	598	134	69	37	**838**	644	161	83	54	**942**	876	215	80	57	**1,228**	903	222	96	62	**1,283**	82.3%	77.5%
Science	379	263	107	89	**838**	336	237	95	84	**752**	211	179	111	95	**596**	247	214	110	100	**671**	300	240	117	112	**769**	-14.2%	0.0%
Other	823	510	480	308	**2,121**	1,053	637	640	343	**2,673**	1,764	986	771	464	**3,985**	1,529	1,011	755	524	**3,819**	1,484	945	808	511	**3,748**	75.9%	78.0%
Total by FT/PT and F/M	2,802	1,586	1,231	731	**6,350**	3,010	1,634	1,356	776	**6,776**	3,378	1,830	1,524	923	**7,655**	3,671	2,076	1,649	1,001	**8,397**	3,805	2,174	1,699	1,060	**8,738**	36.5%	39.6%
Total by Full Time / Part Time	**4,388**		**1,962**			**4,644**		**2,132**			**5,208**		**2,447**			**5,747**		**2,650**			**5,979**		**2,759**				

Note: "Other" includes the students who have not declared a major.

Brandon University	2000-01					2001-02					2002-03					2003-04					2004-05					2000/01 to 2004/05 Cumulative % Change	
	Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time					Female	Male
	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total		
Arts	334	226	169	112	**841**	317	206	178	100	**801**	367	222	177	91	**857**	398	250	201	107	**956**	508	252	201	100	**1,061**	41.0%	4.1%
Science	251	187	109	49	**596**	282	186	90	57	**615**	274	191	86	60	**611**	255	211	117	58	**641**	279	208	93	55	**635**	3.3%	11.4%
Education	272	64	236	65	**637**	305	77	217	83	**682**	323	83	243	86	**735**	367	97	205	61	**730**	314	76	199	54	**643**	1.0%	0.8%
Music	62	21	8	6	**97**	59	23	3	4	**89**	60	27	10	4	**101**	59	30	4	5	**98**	51	35	8	3	**97**	-15.7%	40.7%
General Studies	123	122	94	73	**412**	155	136	116	44	**451**	192	137	172	86	**587**	220	125	133	71	**549**	194	126	118	54	**492**	43.8%	-7.7%
Health Studies	68	16	62	9	**155**	85	14	59	11	**169**	93	17	80	7	**197**	106	13	69	16	**204**	208	11	81	15	**315**	122.3%	4.0%
First Nations Aboriginal Counseling	28	8	7	5	**48**	28	9	12	4	**53**	23	11	12	4	**50**	24	3	12	5	**44**	30	5	8	1	**44**	8.6%	-53.8%
Non-faculty	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	1	**1**	0	0	0	0	**0**	0	0	0	1	**1**	-	-
Total by FT/PT and F/M	1,138	644	685	319	**2,786**	1,231	651	675	303	**2,860**	1,332	688	780	339	**3,139**	1,429	729	741	323	**3,222**	1,584	713	708	283	**3,288**	25.7%	3.4%
Total by Full Time / Part Time	**1,782**		**1,004**			**1,882**		**978**			**2,020**		**1,119**			**2,158**		**1,064**			**2,297**		**991**				

Note: Non faculty students have not registered in a faculty as of November 1st in that year.

Collège universitaire de Saint-Boniface	2000-01					2001-02					2002-03					2003-04					2004-05					2000/01 to 2004/05 Cumulative % Change	
	Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Female	Male
	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total		
Arts	79	32	77	31	**219**	101	28	90	25	**244**	107	23	105	33	**268**	110	35	107	42	**294**	108	37	135	41	**321**	55.8%	23.8%
Business Admin	5	6	0	2	**13**	9	8	0	2	**19**	12	9	3	3	**27**	17	15	2	5	**39**	19	15	3	4	**41**	340.0%	137.5%
Science	27	14	7	4	**52**	34	14	9	3	**60**	25	13	16	8	**62**	32	10	4	4	**50**	41	14	5	6	**66**	35.3%	11.1%
Education	46	15	30	9	**100**	50	22	26	12	**110**	67	21	29	17	**134**	95	17	21	18	**151**	98	16	32	17	**163**	71.1%	37.5%
University 1	111	52	25	11	**199**	104	53	30	15	**202**	121	51	23	21	**216**	144	66	8	10	**228**	118	82	17	12	**229**	-0.7%	49.2%
Continue Education[2]	0	0	11	4	**15**	0	0	14	5	**19**	3	2	18	9	**32**	8	5	23	12	**48**	7	5	18	12	**42**	127.3%	325.0%
U of M Students[3]	1	0	35	18	**54**	2	1	24	13	**40**	2	3	22	15	**42**	1	1	21	12	**35**	1	1	17	13	**32**	-50.0%	-22.2%
Total by FT/PT and F/M	269	119	185	79	**652**	300	126	193	75	**694**	337	122	216	106	**781**	407	149	186	103	**845**	392	170	227	105	**894**	36.3%	38.9%
Total by Full Time / Part Time	**388**		**264**			**426**		**268**			**459**		**322**			**556**		**289**			**562**		**332**				

Note:

1. University 1 program was introduced in 1998. Most "new" students, with limited or no university experience registered in this program. Faculties/schools that had previously accepted "new" students will show an enrollment drop for 1998.
2. These students are taking courses at the university level but are not seeking a credential.
3. These are UM students taking courses at CUSB.

1.2.3 Undergraduate Enrollment – Spring/Summer Session

Similar to the data on total enrollment for spring and summer session in Table 1.1.3, almost all undergraduate spring and summer session enrollment was comprised of part-time students. Tables 1.1.3 and 1.2.3 suggest that full-time spring and summer session enrollment at all universities was at the undergraduate level.

Table 1.2.3 - Undergraduate Enrollment - Summer / Spring [1]

	2000	% Change	2001	% Change	2002	% Change	2003	% Change	2004	% Change	Cumulative % change 2000 to 2004
University of Manitoba [1]											
FT	196	23.3%	198	1.0%	224	13.1%	217	-3.1%	213	-1.8%	8.7%
PT	6,026	4.7%	6,524	8.3%	6,927	6.2%	7,092	2.4%	7,377	4.0%	22.4%
Total	**6,222**	**5.2%**	**6,722**	**8.0%**	**7,151**	**6.4%**	**7,309**	**2.2%**	**7,590**	**3.8%**	**22.0%**
FTE	1,918	6.3%	2,062	7.5%	2,203	6.8%	2,243	1.8%	2,321	3.5%	21.0%
University of Winnipeg											
FT	17	30.8%	20	17.6%	11	-45.0%	10	-9.1%	11	10.0%	-35.3%
PT	1,593	6.6%	1,491	-6.4%	1,861	24.8%	2,074	11.4%	2,154	3.9%	35.2%
Total	**1,610**	**6.8%**	**1,511**	**-6.1%**	**1,872**	**23.9%**	**2,084**	**11.3%**	**2,165**	**3.9%**	**34.5%**
FTE	472	7.3%	446	-5.5%	543	21.7%	603	11.0%	626	4.0%	32.7%
Brandon University											
FT	0	-	0	-	0	-	0	-	0	-	-
PT	1,026	-6.2%	1,264	23.2%	1,412	11.7%	1,363	-3.5%	1,390	2.0%	35.5%
Total	**1,026**	**-6.2%**	**1,264**	**23.2%**	**1,412**	**11.7%**	**1,363**	**-3.5%**	**1,390**	**2.0%**	**35.5%**
FTE	293	-6.2%	361	23.2%	403	11.7%	389	-3.5%	397	2.0%	35.5%
Collège universitaire de Saint-Boniface											
FT	0	-	0	-	0	-	0	-	0	-	-
PT	140	14.8%	145	3.6%	215	48.3%	225	4.7%	232	3.1%	65.7%
Total	**140**	**14.8%**	**145**	**3.6%**	**215**	**48.3%**	**225**	**4.7%**	**232**	**3.1%**	**65.7%**
FTE	40	14.8%	41	3.6%	61	48.3%	64	4.7%	66	3.1%	65.7%
Total											
FT	213	23.8%	218	2.3%	235	7.8%	227	-3.4%	224	-1.3%	5.2%
PT	8,785	3.8%	9,424	7.3%	10,415	10.5%	10,754	3.3%	11,153	3.7%	27.0%
Total	**8,998**	**4.2%**	**9,642**	**7.2%**	**10,650**	**10.5%**	**10,981**	**3.1%**	**11,377**	**3.6%**	**26.4%**
FTE	2,723	5.1%	2,911	6.9%	3,211	10.3%	3,300	2.8%	3,411	3.4%	25.3%

Notes:

1. These include all non-winter courses from May to August.
2. Students are counted only once, regardless if they are enrolled in multiple sessions.

FTE = FT + (PT/3.5)

Between 2000 and 2004, total undergraduate spring and summer session enrollment increased steadily by 2,379 students or 26.4%. Overall, part time undergraduate spring and summer session enrollment comprised 97.9% of total spring and summer enrollment.

UM has the largest enrollment of all Spring and Summer session of 66.7%, followed by UW (19.0%), BU (12.2%) and CUSB (2.1%).

Table 1.2.3 (a) - Undergraduate Enrollment by University and Faculty - Spring /Summer Session

University of Manitoba[1]	2000			2001			2002			2003			2004/05		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Agricultural & Food Sciences (Degree)	1	47	48	1	47	48	0	38	38	1	29	30	0	26	26
Agricultural & Food Sciences (Diploma)	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
Architecture	0	20	20	0	26	26	0	44	44	0	36	36	0	61	61
Art, School of	0	85	85	2	80	82	1	93	94	6	104	110	0	114	114
Arts	21	797	818	40	932	972	42	1,107	1,149	46	1,094	1,140	39	1,105	1,144
Business, Asper School of	5	432	437	7	470	477	4	511	515	8	568	576	7	554	561
Continuing Education	23	692	715	9	772	781	15	796	811	16	807	823	10	739	749
Dentistry	0	0	0	0	0	0	0	0	0	5	0	5	6	0	6
Dentistry (Dental Hygiene)	0	1	1	0	1	1	0	0	0	0	3	3	0	0	0
Education[3]	5	612	617	3	460	463	3	386	389	1	330	331	0	419	419
Engineering	0	420	420	1	399	400	0	396	396	2	389	391	0	414	414
Environment[4]	0	0	0	0	0	0	0	0	0	0	0	0	2	93	95
Human Ecology[3]	0	108	108	0	115	115	0	133	133	3	150	153	0	161	161
Law	0	6	6	0	0	0	0	0	0	0	4	4	0	1	1
Medicine (Medical Rehabilitation)	0	141	141	0	148	148	0	161	161	0	175	175	0	164	164
Music[3]	2	53	55	1	46	47	0	52	52	1	48	49	0	43	43
Nursing	9	472	481	10	670	680	14	759	773	13	777	790	18	729	747
Pharmacy	0	19	19	0	13	13	0	6	6	0	7	7	0	2	2
Phys Ed & Rec Studies	0	122	122	0	144	144	0	145	145	1	135	136	0	153	153
Science	69	822	891	56	819	875	60	844	904	61	895	956	47	910	957
Social Work	37	233	270	44	147	191	53	101	154	26	68	94	44	138	182
University 1 [2]	24	944	968	24	1,234	1,258	32	1,355	1,387	27	1,473	1,500	40	1,550	1,590
Total by FT / PT	**196**	**6,026**	**6,222**	**198**	**6,524**	**6,722**	**224**	**6,927**	**7,151**	**217**	**7,092**	**7,309**	**213**	**7,377**	**7,590**
% Change year / year	**5.17%**			**8.04%**			**6.38%**			**2.21%**			**3.84%**		

Note:

1. Students are counted once even if they are enrolled in multiple sessions.
2. University 1 program was introduced in1998. Most "new" students, with limited or no university experience have registered under this program.
3. Enrollment in the old integrated B. Human Ecology/B.Education program is shown in Education for year 2 through 5. In the new integrated programs, enrollment is shown in Human Ecology or Music for year3 and 4 and in Education for year 5.
4. The Faculty of Environment is new in 2003. Faculty of Environment contains some students previously reported under the Faculty of Arts and the Faculty of Science, as well as students previously reported under Natural Resources Institute.

Table 1.2.3 (a) - Undergraduate Enrollment by University and Faculty - Spring /Summer Session

University of Winnipeg	2000			2001			2002			2003			2004/05		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Arts	9	697	706	18	725	743	6	561	567	4	864	868	8	971	979
Education	2	179	181	2	206	208	1	273	274	3	247	250	0	363	363
Science	2	231	233	0	208	208	2	181	183	0	389	389	2	296	298
Other[1]	4	486	490	0	352	352	2	846	848	3	574	577	1	524	525
Total by FT / PT	17	1,593	1,610	20	1,491	1,511	11	1,861	1,872	10	2,074	2,084	11	2,154	2,165
% change year/year	6.83%			-6.15%			23.89%			11.32%			3.89%		

Note: 1. "Other" includes the students who have not declared a major.

Brandon University [1]	2000			2001			2002			2003			2004/05		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Arts	0	135	135	0	179	179	0	220	220	0	267	267	0	262	262
Science	0	76	76	0	108	108	0	91	91	0	80	80	0	81	81
Education	0	521	521	0	686	686	0	740	740	0	653	653	0	694	694
Music	0	4	4	0	10	10	0	12	12	0	13	13	0	14	14
General Studies	0	200	200	0	190	190	0	238	238	0	230	230	0	225	225
Health Studies	0	56	56	0	52	52	0	72	72	0	72	72	0	66	66
First Nations Aboriginal Counseling	0	32	32	0	39	39	0	39	39	0	45	45	0	48	48
Non-faculty	0	2	2	0	0	0	0	0	0	0	3	3	0	0	0
Total by FT / PT	0	1,026	1,026	0	1,264	1,264	0	1,412	1,412		1,363	1,363	0	1,390	1,390
% change year/year	-6.22%			23.20%			11.71%			-3.47%			1.98%		

Note: 1. Spring/Summer Session courses are not offered on a full-time basis.

Collège universitaire de Saint-Boniface[1]	2000			2001			2002			2003			2004/05		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Arts	0	54	54	0	86	86	0	110	110	0	118	118	0	119	119
Adminstration des Affaires (Business Administration)	0	5	5	0	1	1	0	3	3	0	4	4	0	11	11
Science	0	10	10	0	4	4	0	16	16	0	11	11	0	13	13
Éducation	0	43	43	0	28	28	0	38	38	0	29	29	0	36	36
Université 1 [2]	0	23	23	0	22	22	0	34	34	0	37	37	0	29	29
Éducation permanente (Continuing Education)[3]	0	2	2	0	3	3	0	8	8	0	15	15	0	15	15
Étudiants de U of M (U of M Students)[4]	0	3	3	0	1	1	0	8	8	0	11	11	0	9	9
Total by FT / PT	0	140	140	0	145	145	0	215	215	0	225	225	0	232	232
% change year/year	14.75%			3.57%			48.28%			4.65%			3.11%		

Note:

1. Spring/Summer Session courses are not offered on a full-time basis.
2. University 1 program was introduced in1998. Most "new" students, with limited or no university experience have registered under this program.
3. These students are taking courses at the university levels but are not seeking a credential.
4. These are UM students taking courses at CSB.

1.2.4 Undergraduate Enrollment by Gender – Regular Session

Table 1.2.4 shows that women comprised a larger proportion of undergraduate regular session enrollment in each of the five years at all universities. Further, of the total undergraduate enrollment in 2000/01 to 2004/05, the proportion of women increased by 0.5% from 59.0% to 59.5%.

Table 1.2.4 - Undergraduate Enrollment by Gender[1] - Regular Session

	2000/01 [3]			2001/02			2002/03			2003/04			2004/05			Cumulative % Change 00/01 to 04/05	
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
University of Manitoba [2]																	
FT	7,935	6,469	**14,404**	8,570	6,806	**15,376**	8,820	7,059	**15,879**	9,371	7,514	**16,885**	9,678	7,955	**17,633**	**22.0%**	**23.0%**
PT	2,291	1,536	**3,827**	2,726	1,615	**4,341**	3,075	1,814	**4,889**	3,179	2,001	**5,180**	3,201	2,055	**5,256**	**39.7%**	**33.8%**
Total	**10,226**	**8,005**	**18,231**	**11,296**	**8,421**	**19,717**	**11,895**	**8,873**	**20,768**	**12,550**	**9,515**	**22,065**	**12,879**	**10,010**	**22,889**	**25.9%**	**25.0%**
FTE	8,590	6,908	**15,497**	9,349	7,267	**16,616**	9,699	7,577	**17,276**	10,279	8,086	**18,365**	10,593	8,542	**19,135**	**23.3%**	**23.7%**
University of Winnipeg																	
FT	2,802	1,586	**4,388**	3,010	1,634	**4,644**	3,378	1,830	**5,208**	3,671	2,076	**5,747**	3,805	2,174	**5,979**	**35.8%**	**37.1%**
PT	1,231	731	**1,962**	1,356	776	**2,132**	1,524	923	**2,447**	1,649	1,001	**2,650**	1,699	1,060	**2,759**	**38.0%**	**45.0%**
Total	**4,033**	**2,317**	**6,350**	**4,366**	**2,410**	**6,776**	**4,902**	**2,753**	**7,655**	**5,320**	**3,077**	**8,397**	**5,504**	**3,234**	**8,738**	**36.5%**	**39.6%**
FTE	3,154	1,795	**4,949**	3,397	1,856	**5,253**	3,813	2,094	**5,907**	4,142	2,362	**6,504**	4,290	2,477	**6,767**	**36.0%**	**38.0%**
Brandon University																	
FT	1,138	644	**1,782**	1,231	651	**1,882**	1,332	688	**2,020**	1,429	729	**2,158**	1,584	713	**2,297**	**39.2%**	**10.7%**
PT	685	319	**1,004**	675	303	**978**	780	339	**1,119**	741	323	**1,064**	708	283	**991**	**3.4%**	**-11.3%**
Total	**1,823**	**963**	**2,786**	**1,906**	**954**	**2,860**	**2,112**	**1,027**	**3,139**	**2,170**	**1,052**	**3,222**	**2,292**	**996**	**3,288**	**25.7%**	**3.4%**
FTE	1,334	735	**2,069**	1,424	738	**2,161**	1,555	785	**2,340**	1,641	821	**2,462**	1,786	794	**2,580**	**33.9%**	**8.0%**
Collège universitaire de Saint-Boniface																	
FT	269	119	**388**	300	126	**426**	337	122	**459**	407	149	**556**	392	170	**562**	**45.7%**	**42.9%**
PT	185	79	**264**	193	75	**268**	216	106	**322**	186	103	**289**	227	105	**332**	**22.7%**	**32.9%**
Total	**454**	**198**	**652**	**493**	**201**	**694**	**553**	**228**	**781**	**593**	**252**	**845**	**619**	**275**	**894**	**36.3%**	**38.9%**
FTE	322	142	**463**	355	147	**503**	399	152	**551**	460	178	**639**	457	200	**657**	**41.9%**	**41.3%**
Total [4]																	
FT	12,144	8,818	**20,962**	13,111	9,217	**22,328**	13,867	9,699	**23,566**	14,878	10,468	**25,346**	15,459	11,012	**26,471**	**27.3%**	**24.9%**
PT	4,392	2,665	**7,057**	4,950	2,769	**7,719**	5,595	3,182	**8,777**	5,755	3,428	**9,183**	5,835	3,503	**9,338**	**32.9%**	**31.4%**
Total	**16,536**	**11,483**	**28,019**	**18,061**	**11,986**	**30,047**	**19,462**	**12,881**	**32,343**	**20,633**	**13,896**	**34,529**	**21,294**	**14,515**	**35,809**	**28.8%**	**26.4%**
FTE	13,399	9,579	**22,978**	14,525	10,008	**24,533**	15,466	10,608	**26,074**	16,522	11,447	**27,970**	17,126	12,013	**29,139**	**27.8%**	**25.4%**

Notes:

1. Gender is self-declared. Not all students report their gender.
2. Does not include Distance Education.
3. Figures were revised for 1998/99 to 2000/01. Totals may not add due to rounding.
4. Totals are not equal to those in Table 1.2.2 as not all students report their gender.

FTE=FT+(PT/3.5)

Further analysis shows in -Table 1.2.4 (a) indicates that enrollment of women increased between 2000/01 to 2004/05 (4,758 or 28.8%). In the same period, male enrollment also increased (3032 or 26.4%) but at a slower rate.

Table 1.2.4 (a) - Undergraduate Enrollment by Gender [1,3] Distribution- Regular Session

	2000/01			2001/02			2002/03			2003/04			2004/05		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
University of Manitoba[2]															
Total (FT+PT)	10,226	8,005	**18,231**	11,296	8,421	**19,717**	11,895	8,873	**20,768**	12,550	9,515	**22,065**	12,879	10,010	**22,889**
% distribution by gender	**56.1%**	**43.9%**		**57.3%**	**42.7%**		**57.3%**	**42.7%**		**56.9%**	**43.1%**		**56.3%**	**43.7%**	
University of Winnipeg															
Total (FT+PT)	4,033	2,317	**6,350**	4,366	2,410	**6,776**	4,902	2,753	**7,655**	5,320	3,077	**8,397**	5,504	3,234	**8,738**
% distribution by gender	**63.5%**	**36.5%**		**64.4%**	**35.6%**		**64.0%**	**36.0%**		**63.4%**	**36.6%**		**63.0%**	**37.0%**	
Brandon University															
Total (FT+PT)	1,823	963	**2,786**	1,906	954	**2,860**	2,112	1,027	**3,139**	2,170	1,052	**3,222**	2,292	996	**3,288**
% distribution by gender	**65.4%**	**34.6%**		**66.6%**	**33.4%**		**67.3%**	**32.7%**		**67.3%**	**32.7%**		**69.7%**	**30.3%**	
Collège universitaire de Saint-Boniface															
Total (FT+PT)	454	198	**652**	493	201	**694**	553	228	**781**	593	252	**845**	619	275	**894**
% distribution by gender	**69.6%**	**30.4%**		**71.0%**	**29.0%**		**70.8%**	**29.2%**		**70.2%**	**29.8%**		**69.2%**	**30.8%**	
Total															
Total (FT+PT)	16,536	11,483	**28,019**	18,061	11,986	**30,047**	19,462	12,881	**32,343**	20,633	13,896	**34,529**	21,294	14,515	**35,809**
% distribution by gender	**59.0%**	**41.0%**		**60.1%**	**39.9%**		**60.2%**	**39.8%**		**59.8%**	**40.2%**		**59.5%**	**40.5%**	

Notes:

1. Gender is self-declared. Not all students report their gender.
2. Does not include Distance Education.
3. Totals are not equal to those in Table 1.2.2 as not all students report their gender.

FTE=FT+(PT/3.5)

1.2.5 Undergraduate Enrollment by Age – Regular Session

Table 1.2.5 - Undergraduate Enrollment by Age [1] - Regular Session

Age Range	2000-01			2001-02			2002-03			2003-04			2004/05		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
University of Manitoba [2,3,4]															
<20	6,309	754	**7,063**	6,690	880	**7,570**	7,069	939	**8,008**	7,473	1,014	**8,487**	7,793	999	**8,792**
21-25	5,964	1,481	**7,445**	6,337	1,554	**7,891**	6,411	2,058	**8,469**	6,865	2,172	**9,037**	7,265	2,254	**9,519**
26-30	1,163	548	**1,711**	1,320	657	**1,977**	1,380	897	**2,277**	1,416	939	**2,355**	1,461	1,005	**2,466**
31-35	454	328	**782**	482	358	**840**	471	627	**1,098**	564	669	**1,233**	537	662	**1,199**
36-40	264	272	**536**	282	327	**609**	277	519	**796**	284	510	**794**	283	520	**803**
41-45	132	199	**331**	164	273	**437**	152	375	**527**	154	392	**546**	162	390	**552**
46-50	55	136	**191**	53	155	**208**	59	243	**302**	60	241	**301**	65	263	**328**
51-55	16	54	**70**	11	76	**87**	17	106	**123**	24	123	**147**	25	109	**134**
56-60	6	21	**27**	4	23	**27**	5	38	**43**	5	37	**42**	8	48	**56**
61-65	2	4	**6**	2	6	**8**	2	11	**13**	0	15	**15**	0	15	**15**
66+	2	22	**24**	1	27	**28**	2	30	**32**	2	29	**31**	1	33	**34**
Unknown [7]	37	777	**814**	30	822	**852**	34	2	**36**	3	6	**9**	0	4	**4**
Total UM	14,404	4,596	**19,000**	15,376	5,158	**20,534**	15,879	5,845	**21,724**	16,850	6,147	**22,997**	17,600	6,302	**23,902**
Average Age	**22**	**27**		**22**	**28**		**22**	**28**		**22**	**28**		**21**	**27**	
University of Winnipeg [5]															
<20	1,991	702	**2,693**	2,315	647	**2,962**	2,521	634	**3,155**	2,409	583	**2,992**	2,523	815	**3,338**
21-25	1,719	689	**2,408**	1,629	805	**2,434**	1,961	849	**2,810**	2,504	1,042	**3,546**	2,578	997	**3,575**
26-30	340	272	**612**	313	298	**611**	396	310	**706**	457	384	**841**	534	333	**867**
31-35	135	190	**325**	147	194	**341**	147	207	**354**	170	226	**396**	162	225	**387**
36-40	85	149	**234**	86	146	**232**	87	163	**250**	99	136	**235**	89	127	**216**
41-45	43	97	**140**	47	99	**146**	52	101	**153**	60	113	**173**	57	101	**158**
46-50	20	57	**77**	14	71	**85**	20	80	**100**	25	67	**92**	22	78	**100**
51-55	10	35	**45**	3	32	**35**	10	42	**52**	15	38	**53**	8	35	**43**
56-60	3	11	**14**	0	9	**9**	6	14	**20**	4	17	**21**	3	12	**15**
61-65	2	15	**17**	1	12	**13**	2	12	**14**	4	9	**13**	1	8	**9**
66+	0	24	**24**	0	22	**22**	3	31	**34**	0	34	**34**	2	25	**27**
Unknown	40	0	**40**	89	0	**89**	3	4	**7**	0	1	**1**	0	3	**3**
Total UW	4,388	2,241	**6,629**	4,644	2,335	**6,979**	5,208	2,447	**7,655**	5,747	2,650	**8,397**	5,979	2,759	**8,738**
Average Age	**22**	**26**		**21**	**26**		**21**	**27**		**22**	**27**		**22**	**26**	

Table 1.2.5 Cont.	2000-01			2001-02			2002-03			2003-04			2004/05		
Age Range	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Brandon University [6]															
<20	894	190	**1,084**	868	196	**1,064**	1,175	369	**1,544**	1,019	193	**1,212**	1,055	263	**1,318**
21-25	588	276	**864**	681	287	**968**	552	260	**812**	803	328	**1,131**	886	321	**1,207**
26-30	159	189	**348**	161	168	**329**	133	181	**314**	165	203	**368**	207	188	**395**
31-35	67	129	**196**	76	130	**206**	75	130	**205**	80	128	**208**	96	140	**236**
36-40	40	111	**151**	37	99	**136**	36	86	**122**	39	108	**147**	61	87	**148**
41-45	23	74	**97**	31	80	**111**	27	65	**92**	31	65	**96**	30	68	**98**
46-50	6	39	**45**	13	42	**55**	15	30	**45**	13	39	**52**	18	43	**61**
51-55	2	16	**18**	3	19	**22**	3	18	**21**	7	13	**20**	9	18	**27**
56-60	2	5	**7**	3	4	**7**	2	3	**5**	0	6	**6**	3	5	**8**
61-65	1	4	**5**	1	2	**3**	1	4	**5**	0	1	**1**	0	1	**1**
66+	0	3	**3**	0	5	**5**	0	2	**2**	1	4	**5**	0	9	**9**
Unknown	0	0	**0**	8	0	**8**	1	0	**1**	0	2	**2**	0	0	**0**
Total Brandon	1,782	1,036	**2,818**	1,882	1,032	**2,914**	2,020	1,148	**3,168**	2,158	1,090	**3,248**	2,365	1,143	**3,508**
Average Age	**22**	**29**		**22**	**29**		**21**	**27**		**22**	**29**		**21**	**28**	
Collège universitaire de Saint-Boniface															
<20	244	48	**292**	272	49	**321**	251	51	**302**	303	61	**364**	308	76	**384**
21-25	100	64	**164**	105	63	**168**	152	67	**219**	171	77	**248**	172	88	**260**
26-30	24	28	**52**	24	29	**53**	38	32	**70**	51	33	**84**	51	41	**92**
31-35	7	18	**25**	7	18	**25**	9	29	**38**	20	18	**38**	20	22	**42**
36-40	5	19	**24**	6	18	**24**	4	30	**34**	5	23	**28**	5	23	**28**
41-45	6	17	**23**	5	16	**21**	3	42	**45**	3	32	**35**	3	34	**37**
46-50	2	19	**21**	3	18	**21**	2	40	**42**	3	30	**33**	3	32	**35**
51-55	0	12	**12**	0	12	**12**	0	19	**19**	0	10	**10**	0	10	**10**
56-60	0	6	**6**	0	5	**5**	0	11	**11**	0	5	**5**	0	6	**6**
61-65	0	2	**2**	0	2	**2**	0	1	**1**	0	0	**0**	0	0	**0**
66+	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Unknown	0	31	**31**	4	38	**42**	0	0	**0**	0	0	**0**	0	0	**0**
Total CUSB	388	264	**652**	426	268	**694**	459	322	**781**	556	289	**845**	562	332	**894**
Average Age	**20**	**30**		**20**	**30**		**21**	**33**		**21**	**31**		**22**	**30**	

Notes:

1. Age is self-declared and not all students report their age.
2. Excludes Pre-Master's students, they are included in Graduate Studies.
3. Full-time based on 60% of the Normal Prescribed credit hour load.
4. Includes student who are taking all their courses through a distance method of delivery.
5. Table 1.2.2 is reported at November 1 of each year and UW reports age at the end of April therefore historical part-time totals will be higher than those in Table 1.2.2.
6. Due to student tracking system constraints, BU cannot completely reconcile its part-time figures to those in Table 1.2.2.
7. B.Sc. Dentistry and B.Sc. Medical students are included in the "unknown" category prior to 2001/02.

As shown in Table 1.2.5 (a), Students 25 years of age and younger comprised 76.7% of the undergraduate regular session enrollment in 2004/05, this is relatively constant over the last five years. Also note that 44.8% of part time students are 26 years old or older.

Table 1.2.5 (a) Total Undergraduate Enrollment by Age Distribution - All Universities - Regular Session

	2000-01			2001-02			2002-03			2003-04			2004-05		
Age Range	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
<20	9,438	1,694	11,132	10,145	1,772	11,917	11,016	1,993	13,009	11,204	1,851	13,055	11,679	2,153	13,832
21-25	8,371	2,510	10,881	8,752	2,709	11,461	9,076	3,234	12,310	10,343	3,619	13,962	10,901	3,660	14,561
Subtotal <=25	**17,809**	**4,204**	**22,013**	**18,897**	**4,481**	**23,378**	**20,092**	**5,227**	**25,319**	**21,547**	**5,470**	**27,017**	**22,580**	**5,813**	**28,393**
% distribution to Total	**85.0%**	**51.7%**	**75.6%**	**84.6%**	**51.0%**	**75.1%**	**85.3%**	**53.5%**	**76.0%**	**85.1%**	**53.8%**	**76.1%**	**85.2%**	**55.2%**	**76.7%**
26-30	1,686	1,037	2,723	1,818	1,152	2,970	1,947	1,420	3,367	2,089	1,559	3,648	2,253	1,567	3,820
31-35	663	665	1,328	712	700	1,412	702	993	1,695	834	1,041	1,875	815	1,049	1,864
36-40	394	551	945	411	590	1,001	404	798	1,202	427	777	1,204	438	757	1,195
41-45	204	387	591	247	468	715	234	583	817	248	602	850	252	593	845
46-50	83	251	334	83	286	369	96	393	489	101	377	478	108	416	524
51-55	28	117	145	17	139	156	30	185	215	46	184	230	42	172	214
56-60	11	43	54	7	41	48	13	66	79	9	65	74	14	71	85
61-65	5	25	30	4	22	26	5	28	33	4	25	29	1	24	25
66+	2	49	51	1	54	55	5	63	68	3	67	70	3	67	70
Unknown	77	808	885	131	860	991	38	6	44	3	9	12	0	7	7
Subtotal >=26	**3,153**	**3,933**	**7,086**	**3,431**	**4,312**	**7,743**	**3,474**	**4,535**	**8,009**	**3,764**	**4,706**	**8,470**	**3,926**	**4,723**	**8,649**
% distribution to Total	**15.0%**	**48.3%**	**24.4%**	**15.4%**	**49.0%**	**24.9%**	**14.7%**	**46.5%**	**24.0%**	**14.9%**	**46.2%**	**23.9%**	**14.8%**	**44.8%**	**23.3%**
Total	**20,962**	**8,137**	**29,099**	**22,328**	**8,793**	**31,121**	**23,566**	**9,762**	**33,328**	**25,311**	**10,176**	**35,487**	**26,506**	**10,536**	**37,042**

Age Range Distribution - All Universities

Age Range	2000-01 % of Total (FT&PT)	2001-02 % of Total (FT&PT)	2002-03 % of Total (FT&PT)	2003-04 % of Total (FT&PT)	2004-05 % of Total (FT&PT)
<20	38.3%	38.3%	39.0%	38.8%	37.3%
21-25	37.4%	36.8%	36.9%	39.3%	39.3%
26-30	9.4%	9.5%	10.1%	10.3%	10.3%
31-35	4.6%	4.5%	5.1%	5.3%	5.0%
36-40	3.2%	3.2%	3.6%	3.4%	3.2%
41-45	2.0%	2.3%	2.5%	2.4%	2.3%
46-50	1.1%	1.2%	1.5%	1.3%	1.4%
51-55	0.5%	0.5%	0.6%	0.6%	0.6%
56-60	0.2%	0.2%	0.2%	0.2%	0.2%
61-65	0.1%	0.1%	0.1%	0.1%	0.1%
66+	0.2%	0.2%	0.2%	0.2%	0.2%
Unknown	3.0%	3.2%	0.1%	0.03%	0.02%

1.2.6 Undergraduate Credit Hours

Credit hours are defined as the hours of weight associated with a course, indicating the relative weight of the course in a program of study. Total credit hours are the sum of all credit hours taught by faculty. As the data indicate, credit hours at each institution generally follow the same trend as enrollment.

Table 1.2.6 - Total Undergraduate Credit Hours Summarized -University by Session

Credit Hours by University - Undergraduate -Regular Session

University	2000/01	2001/02	2002/03	2003/04	2004/05	Cumulative % Change
Total University of Manitoba	430,802	458,450	475,949	504,603	525,330	**21.9%**
% change	3.5%	6.4%	3.8%	6.0%	4.1%	
Total University of Winnipeg	118,275	125,966	147,618	163,217	169,906	**43.7%**
% change	5.0%	6.5%	17.2%	10.6%	4.1%	
Total Brandon University	53,819	56,531	61,568	64,645	67,455	**25.3%**
% change	9.6%	5.0%	8.9%	5.0%	4.3%	
Total Collège universitaire de Saint-Boniface	11,718	13,311	14,298	16,737	17,223	**47.0%**
% change	7.7%	13.6%	7.4%	17.1%	2.9%	
Total Regular Session	**614,614**	**654,258**	**699,433**	**749,201**	**779,914**	**26.9%**
% change	**4.4%**	**6.5%**	**6.9%**	**7.1%**	**4.1%**	

Credit Hours by University - Undergraduate - Spring/Summer Session

University	2000	2001	2002	2003	2004/05	Cumulative % Change
Total University of Manitoba	44,755	50,635	55,042	57,841	59,127	**32.1%**
% change	7.1%	13.1%	8.7%	5.1%	2.2%	
Total University of Winnipeg	10,593	11,512	12,235	13,034	12,981	**22.5%**
% change	-2.8%	8.7%	6.3%	6.6%	-0.4%	
Total Brandon University	6,083	6,459	7,784	7,121	6,951	**14.3%**
% change	7.5%	6.2%	20.5%	-8.5%	-2.4%	
Total Collège universitaire de Saint-Boniface	321	513	612	567	660	**105.6%**
% change	3.9%	59.8%	19.3%	-7.4%	16.4%	
Total Spring/Summer	**61,752**	**69,119**	**75,673**	**78,563**	**79,719**	**29.1%**
% change	**5.3%**	**11.9%**	**9.5%**	**3.8%**	**1.5%**	

Total Credit Hours by University - Undergraduate - All Sessions

University	2000/01	2001/02	2002/03	2003/04	2004/05	Cumulative % Change
Total University of Manitoba	475,557	509,085	530,991	562,444	584,457	**22.9%**
% change	3.8%	7.1%	4.3%	5.9%	3.9%	
Total University of Winnipeg	128,868	137,478	159,853	176,251	182,887	**41.9%**
% change	4.3%	6.7%	16.3%	10.3%	3.8%	
Total Brandon University	59,902	62,990	69,352	71,766	74,406	**24.2%**
% change	9.3%	5.2%	10.1%	3.5%	3.7%	
Total Collège universitaire de Saint-Boniface	12,039	13,824	14,910	17,304	17,883	**48.5%**
% change	7.6%	14.8%	7.9%	16.1%	3.3%	
Grand Total	**676,366**	**723,377**	**775,106**	**827,764**	**859,633**	**27.1%**
% change	**4.4%**	**7.0%**	**7.2%**	**6.8%**	**3.8%**	

Table 1.2.6 (a)- Undergraduate Credit Hours by University/Faculty - Regular Session

University of Manitoba [1]	2000/01	2001/02	2002/03	2003/04	2004/05
Agricultural & Food Sciences					
Agribusiness & Agri. Economics	1,191	1,329	1,227	1,461	1,770
Agriculture Diploma	5,466	4,584	3,424	3,499	4,363
Animal Science	933	639	717	687	702
Bio-systems Engineering	1,000	960	785	750	792
Entomology	315	315	105	144	108
Food Science	606	426	456	513	702
General Agriculture	1,501	1,331	1,182	1,392	1,388
Plant Science	1,605	1,413	894	807	708
Soil Science	861	747	534	495	336
Subtotal Agricultural	**13,478**	**11,744**	**9,324**	**9,748**	**10,869**
% change	**-15.3%**	**-12.9%**	**-20.6%**	**4.5%**	**11.5%**
Architecture					
Architecture	372	459	477	465	546
City Planning	24	21	72	39	42
Environmental Design	8,145	8,456	8,637	9,207	9,929
Interior Design	1,504	729	459	21	0
Landscape Architecture	69	144	81	75	183
Subtotal Architecture	**10,114**	**9,809**	**9,926**	**9,807**	**10,700**
% change	**2.9%**	**-3.0%**	**1.2%**	**-1.2%**	**9.1%**
School of Art					
School of Art	**8,279**	**8,845**	**9,200**	**10,025**	**10,840**
% change	**0.8%**	**6.8%**	**4.0%**	**9.0%**	**8.1%**
Arts					
Anthropology	5,769	6,228	6,300	7,293	7,302
Asian Studies	1,506	1,689	2,037	2,328	2,658
Canadian Studies	195	192	198	330	357
Catholic Studies	0	63	159	243	270
Classics	2,382	2,616	2,508	2,781	3,471
Economics	11,613	11,436	13,011	14,358	16,119
English	14,019	15,057	15,318	16,620	16,032
Film Studies	1,974	1,791	1,929	2,013	1,953
French, Spanish & Italian	5,184	5,784	6,153	5,931	6,243
Geography	8,418	10,464	11,220	0	0
German	456	672	720	744	984
Global Political Economy	0	39	39	75	75
History	9,249	11,346	12,621	14,823	14,526
Icelandic Studies	156	201	171	165	231
Interdisciplinary	3,885	4,311	4,527	4,413	4,212
Labour and Workplace Studies	378	306	438	606	678
Linguistics	1,665	1,698	1,764	2,229	2,316
Native Studies	3,690	4,218	3,960	4,161	4,098
Near Eastern & Judaic Studies	48	0	102	144	150
Philosophy	11,133	11,658	11,442	12,057	11,760
Political Studies	4,533	4,557	5,328	5,763	6,360
Psychology	28,530	30,543	32,757	35,217	37,683
Religion	4,668	5,211	4,755	5,790	6,774
Slavic Studies	459	573	525	651	945
Sociology	15,234	16,983	18,456	19,140	20,841
Theatre Studies	912	936	936	870	873
Women's Studies	1,089	1,299	1,281	1,899	2,244
Subtotal Arts	**137,145**	**149,871**	**158,655**	**160,644**	**169,155**
% change	**4.0%**	**9.3%**	**5.9%**	**1.3%**	**5.3%**

Table 1.2.6 (a)- Undergraduate Credit Hours by University/Faculty - Regular Session

University of Manitoba [1]	2000/01	2001/02	2002/03	2003/04	2004/05
Business, Asper School of [2]					
Accounting & Finance	12,516	13,386	14,430	14,270	14,708
Actuarial Science	771	807	948	1,611	1,446
Business Administration	15,033	15,705	16,032	15,999	15,606
Interdisciplinary	15	24	12	144	147
Logistics [3]	-	-	-	231	504
Marketing	5,733	5,973	6,276	5,964	5,823
Subtotal Business	**34,068**	**35,895**	**37,698**	**38,219**	**38,234**
% change	**5.7%**	**5.4%**	**5.0%**	**1.4%**	**0.0%**
Dentistry					
Dental Diagnostic & Surgical Sciences	3,474	2,196	2,352	2,616	2,850
Dental Hygiene	1,824	1,794	1,796	1,743	1,730
Dentistry [4]	534	636	612	660	1,506
Oral Biology	1,632	1,740	1,866	1,938	1,998
Preventative Dental Science	0	1,494	1,566	1,734	1,902
Restorative Dentistry	2,412	2,580	2,766	2,988	3,168
Subtotal Dentistry	**9,876**	**10,440**	**10,958**	**11,679**	**13,154**
% change	**-1.9%**	**5.7%**	**5.0%**	**6.6%**	**12.6%**
Education					
Curriculum, Teaching & Learning	14,871	13,349	12,632	13,616	14,528
Educational Admin, Foundations & Psychology	4,947	5,343	6,156	6,792	6,402
Subtotal Education	**19,818**	**18,692**	**18,788**	**20,408**	**20,930**
% change	**2.0%**	**-5.7%**	**0.5%**	**8.6%**	**2.6%**
Engineering					
Civil Engineering	3,722	3,355	3,559	4,163	4,815
Electrical & Computer Engineering	8,172	8,335	8,106	8,576	7,901
Engineering	4,719	5,210	4,954	5,627	5,605
Mechanical & Industrial Engineering [5]	7,069	6,456	6,147	6,588	7,340
Subtotal Engineering	**23,682**	**23,356**	**22,766**	**24,954**	**25,661**
% change	**-4.0%**	**-1.4%**	**-2.5%**	**9.6%**	**2.8%**
Environment [6]					
Environment and Geography [7]	0	0	0	13,011	13,230
Geologoical Sciense	0	0	0	3,686	4,074
Subtotal Environment	**0**	**0**	**0**	**16,697**	**17,304**
% change	**-**	**-**	**-**	**-**	**3.6%**
Human Ecology					
Clothing & Textiles	852	981	1,158	1,296	1,452
Core Human Ecology	771	849	930	1,098	1,194
Family Social Sciences [8]	2,469	3,300	3,795	4,425	5,181
Human Nutritional Sciences	3,192	3,771	4,260	4,881	5,316
Subtotal Human Ecology	**7,284**	**8,901**	**10,143**	**11,700**	**13,143**
% change	**6.8%**	**22.2%**	**14.0%**	**15.4%**	**12.3%**
Law					
Law	**9,048**	**7,978**	**9,134**	**9,231**	**8,774**
% change	**-2.4%**	**-11.8%**	**14.5%**	**1.1%**	**-5.0%**

Table 1.2.6 (a)- Undergraduate Credit Hours by University/Faculty - Regular Session

University of Manitoba [1]	2000/01	2001/02	2002/03	2003/04	2004/05
Medicine					
Biochemistry and Medical Genetics	198	150	84	150	120
Human Anatomy & Cell Science	147	153	165	150	150
Medical Rehabilitation	7,280	8,197	7,662	9,131	1,951
Occupational Therapy [9]	-	-	-	-	2215
Pharmacology & Therapeutics	372	312	348	426	348
Physiology	384	348	351	399	276
Physical Therapy [9]	-	-	-	-	4,017
Respiratory Therapy [9]	-	-	-	-	902
Subtotal Medicine	**8,381**	**9,160**	**8,610**	**10,256**	**9,979**
% change	**1.2%**	**9.3%**	**-6.0%**	**19.1%**	**-2.7%**
Music					
Music	**4,071**	**4,004**	**4,425**	**4,653**	**5,996**
% change	**-15.6%**	**-1.6%**	**10.5%**	**5.2%**	**28.9%**
Nursing					
Nursing	**20,581**	**25,799**	**26,882**	**26,766**	**25,042**
% change	**57.0%**	**25.4%**	**4.2%**	**-0.4%**	**-6.4%**
Pharmacy					
Pharmacy	**4,412**	**5,319**	**5,118**	**5,173**	**5,328**
% change	**-8.2%**	**20.6%**	**-3.8%**	**1.1%**	**3.0%**
Physical Ed. & Recreation Studies					
Physical Education	5,370	6,478	6,252	6,432	6,909
Recreation Studies	2,484	2,539	2,662	2,943	3,339
Subtotal Phy Ed & Rec Studies	**7,854**	**9,017**	**8,914**	**9,375**	**10,248**
% change	**4.6%**	**14.8%**	**-1.1%**	**5.2%**	**9.3%**
Science					
Biological Sciences	10,458	11,853	13,248	14,355	14,487
Botany	2,409	2,241	2,499	2,804	3,258
Chemistry	11,142	11,520	12,201	13,227	14,256
Computer Science	16,476	17,520	17,982	17,862	16,836
Environmental Science	2,013	2,739	3,239	0	0
Geological Sciences	5,280	5,713	5,746	0	0
Mathematics	21,946	23,631	24,162	26,152	27,589
Microbiology	6,732	6,306	6,738	7,893	7,932
Physics & Astronomy	6,345	6,288	6,672	7,458	7,086
Statistics	12,900	12,948	12,825	14,208	15,189
Zoology	7,458	7,893	9,629	9,792	10,653
Subtotal Science	**103,159**	**108,652**	**114,941**	**113,751**	**117,286**
% change	**2.4%**	**5.3%**	**5.8%**	**-1.0%**	**3.1%**

Table 1.2.6 (a)- Undergraduate Credit Hours by University/Faculty - Regular Session

University of Manitoba [1]	2000/01	2001/02	2002/03	2003/04	2004/05
Social Work					
Social Work	9,552	10,968	10,467	11,517	12,687
% change	9.9%	14.8%	-4.6%	10.0%	10.2%
Total University of Manitoba	**430,802**	**458,450**	**475,949**	**504,603**	**525,330**
% change	3.5%	6.4%	3.8%	6.0%	4.1%

Notes:

1. Undergraduate Student Credit Hours (UGSCH) are the hours of weight associated with a course indicating the relative weight of the course in the program of studies. There is often a correlation between lecture class hours and hours of credit; for example, a full course carrying six (6) hours of credit may entail three (3) hours of lectures per week, both terms. Excludes Distance Education credit hours that have a distance location code.
2. The Asper School of Business was formerly reported as the Faculty of Management.
3. Logistics and Supply Chain Management new in 2003-2004.
4. In 2003-2004, a key fourth-year course increased by 24 credit hours.
5. The Department of Mechanical and Industrial Engineering changed its name to the Department of Mechanical and Manufacturing Engineering in 2004.
6. Faculty of Environment new in 2003. Prior to 2003, the Department of Geography was reflected under the Faculty of Arts and the Departments of Environmental Science and Geological Sciences were reflected under the Faculty of Science.
7. The Departments of Environmental Science and Geography combined to form the Department of Environment and Geography.
8. The Department of Family Studies changed its name to the Department of Family Social Sciences in 2004.
9. Previously reported under Medical Rehabilitation.

Table 1.2.6 (a)- Undergraduate Credit Hours by University/Faculty - Regular Session

University of Winnipeg	2000/01	2001/02	2002/03	2003/04	2004/05
Arts					
Aboriginal Language Courses	108	114	120	222	192
Administrative Studies	2,597	2,493	2,907	3,231	3,738
Anthropology	2,238	2,712	3,519	3,615	4,128
Centre for Academic Writing	4,395	4,621	5,638	6,043	6,188
Classics	1,920	1,917	2,736	3,168	3,411
Developmental Studies	129	105	183	186	162
Economics	2,883	2,790	3,651	4,017	4,527
English	8,133	8,961	9,960	10,267	10,806
French Studies	1,758	1,869	1,989	2,754	2,217
German Studies	276	342	498	600	603
History	8,256	9,177	10,380	11,646	11,214
Justice & Law Enforcement	1,527	1,998	2,553	3,462	3,669
Mennonite Studies	3	99	0	129	393
Multidisciplinary	0	0	0	0	222
Music	537	526	283	92	48
Philosophy	3,942	3,957	4,764	5,244	4,692
Physical Activity and Sports Studies	4,015	4,511	5,676	6,636	6,501
Politics	4,059	4,836	5,862	6,510	6,897
Psychology	10,527	10,926	12,006	13,236	14,364
Religious Studies	2,676	2,655	2,637	2,808	2,997
Sociology	8,259	8,916	10,536	11,304	11,355
Theatre and Drama	4,034	4,317	4,980	5,368	5,645
Women's Studies	747	741	882	1,260	1,104
Subtotal Arts	**73,019**	**78,583**	**91,760**	**101,818**	**105,073**
% change	**2.8%**	**7.6%**	**16.8%**	**11.0%**	**3.2%**
Science					
Biology	8,541	8,934	9,417	10,074	10,194
Business Computing	2,454	2,853	3,087	2,406	2,373
Chemistry	3,900	4,242	5,217	5,799	6,024
Environmental/Urban Studies	807	864	729	1,083	945
Geography	6,201	6,402	7,125	8,175	8,301
Mathematics	4,329	4,433	4,578	5,130	5,121
Physics	3,303	3,219	4,029	4,485	4,935
Statistics	1,236	1,335	1,875	1,965	2,508
Subtotal Science	**30,771**	**32,282**	**36,057**	**39,117**	**40,401**
% change	**2.3%**	**4.9%**	**11.7%**	**8.5%**	**3.3%**
Education					
Education	**9,206**	**9,800**	**13,199**	**14,828**	**15,625**
% change	**27.4%**	**6.5%**	**34.7%**	**12.3%**	**5.4%**
Menno Simons College[1]					
Conflict Resolution Studies	1,218	1,329	1,896	4,967	5,396
International Development Studies	4,061	3,924	4,424	1,878	2,400
Subtotal Menno Simons College	**5,279**	**5,253**	**6,320**	**6,845**	**7,796**
% change	**20.8%**	**-0.5%**	**20.3%**	**8.3%**	
Other Programs					
Disability Studies	0	0	12	0	0
International Exchange	0	48	84	165	195
Italian Language	0	0	186	144	162
Spanish Studies	0	0	0	300	654
Subtotal Other Programs	**0**	**48**	**282**	**609**	**1,011**
% change	-	-	**487.5%**	**116.0%**	**66.0%**
Total University of Winnipeg	**118,275**	**125,966**	**147,618**	**163,217**	**169,906**
% change	5.0%	6.5%	17.2%	10.6%	4.1%

Note:
1. Menno Simons College (MSC) coordinates these programs which are fully integrated with the UW curriculum. Degrees granted in these programs are UW degrees, and students register for MSC courses/majors through the University.

Table 1.2.6 (a)- Undergraduate Credit Hours by University/Faculty - Regular Session

Brandon University [1, 2]	2000/01	2001/02	2002/03	2003/04	2004/05
Arts					
Anthropology	486	288	501	360	741
Business Administration	3,057	2,958	3,198	3,321	3,696
Classical & Modern Languages	1,056	1,044	969	1,191	1,479
Economics	825	645	744	933	1,002
English	3,264	3,396	3,627	3,615	4,053
Fine Arts	567	681	810	879	1,008
Gender /Women Studies	0	0	0	81	96
History	2,163	2,394	2,640	3,033	3,030
Music (Arts)	237	147	213	120	79
Native Studies	2,181	2,256	1,731	1,854	1,794
Non-departmental	69	105	93	213	0
Philosophy	1,122	1,179	1,212	1,305	1,329
Political Science	879	885	1,065	1,272	1,290
Religion	1,314	1,170	1,230	1,005	1,452
Rural Development	0	0	108	129	177
Sociology	3,315	3,843	4,272	4,338	4,668
Subtotal Arts	**20,535**	**20,991**	**22,413**	**23,649**	**25,894**
% change	**8.6%**	**2.2%**	**6.8%**	**5.5%**	**9.5%**
Science					
Botany	1,632	1,152	1,449	1,104	1,077
Chemistry	1,065	1,170	1,197	1,341	1,446
Geography	1,905	2,358	2,442	2,727	3,366
Geology	1,122	1,020	1,230	1,314	1,524
Math & Computer Science	4,008	4,290	4,161	4,326	3,987
Physics	1,134	1,203	1,332	1,461	1,557
Psychology	4,947	4,989	4,845	5,400	5,019
Zoology	1,965	2,334	2,049	2,424	2,559
Subtotal Science	**17,778**	**18,516**	**18,705**	**20,097**	**20,535**
% change	**2.4%**	**4.2%**	**1.0%**	**7.4%**	**2.2%**
Education					
Administration/Educational Services	2,781	2,826	3,810	3,510	3,066
Foundations	1,611	1,547	1,683	1,683	1,530
Humanities	2,106	2,628	3,481	3,444	2,688
Math/Science	2,292	2,703	3,015	3,186	2,619
Music	0	9	15	183	105
Phys. Ed. / Recreation	1,381	1,932	2,080	2,447	2,061
Subtotal Education	**10,171**	**11,645**	**14,084**	**14,453**	**12,069**
% change	**22.5%**	**14.5%**	**20.9%**	**2.6%**	**-16.5%**
First Nations Aboriginal Counseling (FNAC)	**561**	**600**	**516**	**528**	**363**
% change	**117.4%**	**7.0%**	**-14.0%**	**2.3%**	**-31.3%**
Health Studies					
Health Studies	**2,377**	**2,470**	**3,254**	**3,295**	**3,564**
Nursing					**1,796**
Subtotal Health Studies	**2,377**	**2,470**	**3,254**	**3,295**	**5,360**
% change	**20.4%**	**3.9%**	**31.7%**	**1.3%**	**8.2%**
Music	**2,397**	**2,309**	**2,464**	**2,317**	**2,829**
% change	**3.7%**	**-3.7%**	**6.7%**	**-6.0%**	**22.1%**
Non-Faculty (Applied Disaster and Emergency Studies)	**0**	**0**	**132**	**306**	**405**
% change	**-**	*****	**-**	**131.8%**	**32.4%**
Total Brandon University	**53,819**	**56,531**	**61,568**	**64,645**	**67,455**
% change	**9.6%**	**5.0%**	**8.9%**	**5.0%**	**4.3%**

Notes: 1. Credit hours for the General Studies Program are included with Arts and Science.

2. Spring/summer courses are not offered on a full-time basis.

Table 1.2.6 (a)- Undergraduate Credit Hours by University/Faculty - Regular Session

Collége universitaire de Saint-Boniface [1]

Faculty	2000/01	2001/02	2002/03	2003/04	2004/05
Arts	3,621	4,218	4,224	4,587	4,908
Adminstration des Affaires (Business Administration)	333	462	621	933	999
Sciences	1,059	1,302	1,170	1,101	1,509
Éducation	1,959	2,301	2,802	3,543	3,633
Université 1 [2]	4,485	4,629	4,848	5,886	5,550
Éducation permanente (Continuing Education) [3]	78	108	273	450	432
Étudiants de U of M (U of M Students [4]	183	291	360	237	192
Total Collége de Saint-Boniface	**11,718**	**13,311**	**14,298**	**16,737**	**17,223**
% change	**7.7%**	**13.6%**	**7.4%**	**17.1%**	**2.9%**

Note: 1. Spring/summer session courses are not offered on a full-time basis.

2. Unlike the UM, student management system at CSB counts all first year Arts and Science courses as Université1.

3. The students are taking courses at university level but are not seeking a credential.

4. These are UM students taking courses at CSB.

Table 1.2.7 - Undergraduate Credit Hours by University/Faculty - Spring/Summer Session

University of Manitoba [1]	2000	2001	2002	2003	2004
Agricultural & Food Sciences					
Agribusiness & Agri. Economics	-	-	-	-	0
Agriculture Diploma	-	-	-	-	1
Bio-systems Engineering	6	4	4	3	2
General Agriculture	0	0	4	2	1
Subtotal Agricultural & Food Sciences	**6**	**4**	**8**	**5**	**4**
% change	**200.0%**	**-33.3%**	**100.0%**	**-37.5%**	**-20.0%**
Architecture					
Environmental Design [4]	0	108	144	234	324
Interior Design [4]	6	3	0	0	0
Landscape Architecture	18	18	12	0	30
Subtotal Architecture	**24**	**129**	**156**	**234**	**354**
% change	**-87.7%**	**437.5%**	**20.9%**	**50.0%**	**51.3%**
Arts					
Anthropology	645	807	987	1,149	960
Asian Studies	1,032	1,209	945	894	864
Canadian Studies	0	60	66	60	42
Classics	189	216	72	222	180
Economics	1,329	1,437	1,707	2,115	2,517
English	1,635	1,647	1,632	1,806	1,752
Film Studies	306	237	300	234	285
French, Spanish & Italian	591	723	774	759	639
Geography	1,851	1,848	1,968	2,247	0
German	0	0	0	120	162
Global Political Economy [5]	0	0	0	6	0
History	1,308	1,566	1,452	1,410	1,422
Interdisciplinary	105	147	156	51	54
Labour & Workplace Studies	0	0	66	39	57
Linguistics	0	102	0	0	3
Native Studies	822	1,263	1,872	1,602	1,794
Philosophy	750	1,044	1,104	1,017	1,191
Political Studies	369	315	498	675	645
Psychology	4,119	4,341	4,848	5,616	5,610
Religion	576	507	705	666	606
Slavic Studies	0	24	24	78	78
Sociology	1,656	1,557	1,779	1,794	1,851
Theatre Studies	3	0	3	0	0
Women's Studies	84	168	189	129	432
Subtotal Arts	**17,370**	**19,218**	**21,147**	**22,689**	**21,144**
% change	**2.0%**	**10.6%**	**10.0%**	**7.3%**	**-6.8%**
Business, Asper School of [2]					
Accounting & Finance	798	1,473	2,127	2,211	2,189
Business Administration [4]	1,491	1,854	1,647	2,286	2,865
Marketing	588	522	741	990	990
Subtotal Business,Asper School of	**2,880**	**3,849**	**4,515**	**5,547**	**6,044**
% change	**13.3%**	**33.6%**	**17.3%**	**22.9%**	**9.0%**
Dentistry					
Dentistry [3]	**0**	**0**	**0**	**24**	**30**
% change	-	-	-	-	-
Education [5]					
Curriculum, Teaching & Learning [6]	1,650	1,308	957	644	889
Edu. Admin., Foundations & Psyc	1,434	1,152	1,050	1,221	1,455
Subtotal Education	**3,084**	**2,460**	**2,007**	**1,865**	**2,344**
% change	**-23.4%**	**-20.2%**	**-18.4%**	**-7.1%**	**25.7%**
Engineering					
Civil Engineering	440	265	307	268	372
Electrical & Computer Engineering	87	94	196	328	441
Engineering [7]	376	412	424	528	528
Mechanical & Industrial Engineering [8]	44	46	24	26	35
Subtotal Engineering	**917**	**817**	**951**	**1,150**	**1,376**
% change	**95.9%**	**-10.9%**	**16.4%**	**20.9%**	**19.7%**
Enviornment [6]					
Environment & geography	-	-	-	-	2,106
Geological Sciences	-	-	-	-	270
Subtotal Engineering	-	-	-	-	**2,376**
% change	-	-	-	-	-
Human Ecology					
Clothing & Textiles	6	39	0	270	69
Core Human Ecology	120	147	234	36	231
Family Studies [7]	309	585	570	627	756
Human Nutritional Sciences	372	366	423	789	645
Subtotal Human Ecology	**807**	**1,137**	**1,227**	**1,722**	**1,701**
% change	**-1.5%**	**40.9%**	**7.9%**	**40.3%**	**-1.2%**

Table 1.2.7 - Undergraduate Credit Hours by University/Faculty - Spring/Summer Session

University of Manitoba [1]	2000	2001	2002	2003	2004
Law					
Law	0	0	2	0	0
% change	-	-	-	-	-
Medicine					
Medical Rehabilitation	849	1,066	1,216	1,385	1,330
Physiology	45	0	15	0	48
Subtotal Medicine	894	1,066	1,231	1,385	1,378
% change	-2.6%	19.2%	15.5%	12.5%	-0.5%
Music					
Music	486	453	309	258	186
% change	165.6%	-6.8%	-31.8%	-16.5%	-27.9%
Nursing					
Nursing	4,229	6,101	6,531	6,203	5,810
% change	52.0%	44.3%	7.0%	-5.0%	-6.3%
Physical Education & Recreation Studies					
Physical Education	363	603	681	592	596
Recreation Studies	276	255	153	111	153
Subtotal Physical Education & Recreation Studies	639	858	834	703	749
% change	44.2%	34.3%	-2.8%	-15.7%	6.5%
School of Art					
School of Art	432	513	705	1,017	1,146
% change	14.3%	18.8%	37.4%	44.3%	12.7%
Science					
Biological Sciences	1,122	1,236	1,299	1,257	1,377
Botany	366	339	300	351	378
Chemistry	1,113	957	1,026	957	1,026
Computer Science	2,802	2,823	2,436	2,391	1,806
Environmental Science	156	246	422	458	0
Geological Sciences	495	669	705	612	
Mathematics [6]	1,791	1,955	2,199	2,446	2,479
Microbiology	543	573	630	603	672
Physics & Astronomy	258	282	306	315	339
Statistics	1,164	1,242	1,311	1,287	1,434
Zoology	1,317	1,431	1,497	1,467	1,533
Subtotal Science	11,127	11,753	12,131	12,144	11,044
% change	7.9%	5.6%	3.2%	0.1%	-9.1%
Social Work	1,860	2,277	3,288	2,895	3,441
% change	9.9%	22.4%	44.4%	-12.0%	18.9%
Total University of Manitoba	44,755	50,635	55,042	57,841	59,127
% change	7.1%	13.1%	8.7%	5.1%	2.2%

1. Undergraduate Student Credit Hours (UGSCH) are the hours of weight associated with a course indicating the relative weight of the course in the program of studies. There is often a correlation between lecture class hours and hours of credit; for example, a full course carrying six (6) hours of credit may entail three (3) hours of lectures per week, both terms for example, a full course carrying six (6) hours of credit may entail three (3) hours of lectures per week, both terms. Excludes Distance Education credit hours that have a distance location code.
2. The Asper School of Business was formerly reported as the Faculty of Management.
3. In 2003-2004, a key fourth-year course increased by 24 credit hours.
4. The Department of Mechanical and Industrial Engineering changed its name to the Department of Mechanical and Manufacturing Engineering in 2004.
5. Faculty of Environment new in 2003. Prior to 2003, the Department of Geography was reflected under the Faculty of Arts and the Departments of Environmental Science and Geological Sciences were reflected under the Faculty of Science.
6. The Departments of Environmental Science and Geography combined to form the Department of Environment and Geography.
7. The Department of Family Studies changed its name to the Department of Family Social Sciences in 2004.
8. Previously reported under Medical Rehabilitation.

Table 1.2.7 - Undergraduate Credit Hours by University/Faculty - Spring/Summer Session

University of Winnipeg	2000	2001	2002	2003	2004
Arts					
Administrative Studies	303	309	363	423	456
Anthropology	21	108	0	84	54
Centre for Academic Writing	144	174	0	192	936
Classics	267	435	654	597	0
Developmental Studies	6	0	63	6	3
Economics	498	462	459	549	570
English	873	888	1,032	1035	972
French Studies	108	27	90	36	114
German Studies	0	0	6	6	6
History	1,428	1,323	903	975	987
Justice & Law Enforcement	132	339	309	201	333
Multidisciplinary	-	-	-	108	102
Music	0	0	0	0	0
Philosophy	252	228	216	300	312
Physical Activity and Sports Studies	342	318	576	594	483
Politics	516	519	222	579	444
Psychology	528	597	660	753	849
Religious Studies	144	342	477	330	564
Sociology	795	819	789	912	915
Theatre and Drama	294	234	321	246	120
Women's Studies	63	123	6	189	42
Subtotal Arts	**6,714**	**7,245**	**7,146**	**8,115**	**8,262**
% change	**3.0%**	**7.9%**	**-1.4%**	**13.6%**	**1.8%**
Education					
Education	**604**	**594**	**680**	**603**	**522**
% change	**-36.6%**	**-1.7%**	**14.5%**	**-11.3%**	**-13.4%**
Menno Simons College [1]					
Conflict Resolution Studies	252	219	336	670.5	768
International Development Studies	503	668	695	399	273
Subtotal Menno Simons College	**755**	**887**	**1,031**	**1,070**	**1,041**
% change	**-7.5%**	**17.5%**	**16.2%**	**3.7%**	**-2.7%**
Science					
Biology	525	452	507	576	813
Business Computing	414	465	465	213	354
Chemistry	126	42	297	363	69
Environmental/Urban Studies	30	81	84	42	57
Geography	474	591	555	672	456
Mathematics	663	663	735	831	804
Physics	60	210	444	186	204
Statistics	228	282	291	363	399
Subtotal Science	**2,520**	**2,786**	**3,378**	**3,246**	**3,156**
% change	**-3.7%**	**10.6%**	**21.2%**	**-3.9%**	**-2.8%**
Total University of Winnipeg	**10,593**	**11,512**	**12,235**	**13,034**	**12,981**
% change	**-2.8%**	**8.7%**	**6.3%**	**6.5%**	**-0.4%**

Note:

1. Menno Simons College (MSC) coordinates these programs which are fully integrated with the UW curriculum. Degrees granted in these programs are UW degrees, and students register for MSC courses/majors through the University.

Table 1.2.7 - Undergraduate Credit Hours by University/Faculty - Spring/Summer Session

Brandon University [1]	2000	2001	2002	2003	2004
Arts					
Anthropology	150	0	114	0	42
Business Administration	0	0	57	153	90
Classical & Modern Languages	0	0	57	0	120
English	276	327	621	510	441
Fine Arts	27	96	177	102	201
History	207	345	228	375	279
Music (Art)	0	0	0	93	0
Native Studies	396	780	969	858	738
Non-departmental	135	102	54	57	81
Philosophy	0	0	60	0	0
Political Science	147	180	0	102	102
Religion	168	69	126	138	0
Sociology	381	465	741	660	609
Subtotal Arts	**1,887**	**2,364**	**3,234**	**3,048**	**2,703**
% change	**-16.8%**	**25.3%**	**36.8%**	**-5.8%**	
Education					
Administration /Education Studies	210	465	522	483	441
Foundations	346	516	399	399	440
Humanities	633	582	891	612	975
Math/Science	672	540	627	810	651
Phys Ed /Rec. Studies	388	336	414	273	321
Subtotal Education	**2,249**	**2,439**	**2,853**	**2,577**	**2,828**
% change	**26.8%**	**8.4%**	**17.0%**	**-9.7%**	**9.7%**
Science					
ADES	-	-	-	-	15
Botany	90	126	81	117	0
Chemistry	96	75	81	0	0
Geography	612	474	435	294	387
Geology	84	162	129	69	84
Math & Computer Science	615	462	363	381	174
Physics	0	0	72	165	123
Psychology	117	105	66	6	159
Zoology	0	0	96	84	0
Subtotal Science	**1,614**	**1,404**	**1,323**	**1,116**	**942**
% change	**14.7%**	**-13.0%**	**-5.8%**	**-15.6%**	**-15.6%**
First Nations Aboriginal Counseling	**135**	**48**	**132**	**87**	**225**
% change	**350.0%**	**-64.4%**	**175.0%**	**-34.1%**	**158.6%**
Health Studies					
Health Studies	198	184	223	258	195
Nursing					0
Subtotal Health Studies	**0**	**0**	**0**	**0**	**195**
% change					
Music	**0**	**2**	**19**	**29**	**58**
% change	**-100.0%**	**-**	**850.0%**	**52.6%**	**100.0%**
Rural Development	**0**	**18**	**0**	**0**	**0**
% change	**-**	**-**	**-**	**-**	
Total Brandon University	**6,083**	**6,459**	**7,784**	**7,121**	**6,951**
% change	**7.5%**	**6.2%**	**20.5%**	**-8.5%**	**-2.4%**

Note: 1. Spring and Summer session courses are not offered on a full-time basis.

Collège universitaire de Saint-Boniface	2000	2001	2002	2003	2004
Arts	210	282	339	330	303
Administration des affaires (Business Administration)	0	0	0	3	3
Sciences	0	0	6	6	3
Éducation	99	132	108	108	141
University 1[2]	3	60	75	39	66
Éducation permanent (Continuing Education) 3	3	15	45	48	99
Étudiants de U of M (U of M Students)[4]	6	24	39	33	45
Total Collège universitaire de Saint-Boniface	**321**	**513**	**612**	**567**	**660**
% change	3.9%	59.8%	19.3%	-7.4%	16.4%

Note: 1. Spring and Summer session courses are not offered on a full-time basis.

2. All first year Arts and Science courses are included as Université 1.

3. These are UM students taking courses at CSB.

4. UM students taking courses at CUSB.

1.2.8 Undergraduate Course Sections

Course section size is defined as the number of three credit hour equivalent section taught. Table 1.2.8 also shows course sections by class size which is equal to enrollment in each course section.

Table 1.2.8 Undergraduate Course Section [2] by University - Regular Session

University	2000/01	2001/02	2002/03	2003/04	2004/05	Cumulative Change 2000/01 to 2004/05
Course Size <10						
UM [1]	661	702	757	728	785	**18.8%**
UW	560	471	472	483	448	**-20.0%**
BU	354	382	373	384	440	**24.3%**
CUSB	103	116	109	121	105	**1.9%**
Subtotal <10	1,678	1,671	1,711	1,716	1,778	**6.0%**
% change	-	-0.4%	2.4%	0.3%	3.6%	
Course Size 10 - 19						
UM [1]	656	635	608	622	683	**4.1%**
UW	396	427	371	373	315	**-20.5%**
BU	224	218	271	237	241	**7.6%**
CUSB	79	72	85	70	84	**6.3%**
Subtotal 10-19	1,355	1,352	1,335	1,302	1,323	**-2.4%**
% change	-	-0.2%	-1.3%	-2.5%	1.6%	
Course Size 20 - 49						
UM [1]	1,364	1,402	1,425	1,475	1,420	**4.1%**
UW	695	745	774	783	880	**26.6%**
BU	259	265	292	322	319	**23.2%**
CUSB	58	57	56	80	71	**22.4%**
Subtotal 20-49	2,376	2,469	2,547	2,660	2,690	**13.2%**
% change	-	3.9%	3.2%	4.4%	1.1%	
Course Size 50 - 99						
UM [1]	637	665	686	714	749	**17.6%**
UW	144	187	227	292	272	**88.9%**
BU	60	70	66	75	66	**10.0%**
CUSB	5	8	14	12	16	**220.0%**
Subtotal 50-99	846	930	993	1,093	1,103	**30.4%**
% change	-	9.9%	6.8%	10.1%	0.9%	
Course Size >100						
UM [1]	247	283	287	320	347	**40.5%**
UW	10	19	18	26	28	**180.0%**
BU	14	11	14	14	22	**57.1%**
CUSB	1	2	2	2	3	**200.0%**
Subtotal >100	272	315	321	362	400	**47.1%**
% change	-	15.8%	1.9%	12.8%	10.5%	

Course Size Summarized by Universities

University	2000/01	2001/02	2002/03	2003/04	2004/05	Cumulative Change 2000/01 to 2004/05
UM [1]	3,565	3,687	3,763	3,859	3,984	**11.8%**
% change	0.0%	3.4%	2.1%	2.6%	3.2%	
UW	1,805	1,849	1,862	1,957	1,943	**7.6%**
% change	-9.6%	2.4%	0.7%	5.1%	-0.7%	
BU	911	946	1,016	1,032	1,088	**19.4%**
% change	-16.0%	3.8%	7.4%	1.6%	5.4%	
CUSB	246	255	266	285	279	**13.4%**
% change	0.0%	3.7%	4.3%	7.1%	-2.1%	
Total	**6,527**	**6,737**	**6,907**	**7,133**	**7,294**	**11.8%**
% change	-	3.2%	2.5%	3.3%	2.3%	

Note: 1. Due to system constraints, UM data from 1998/99 to 1999/00 is not available.
2. Normalized to 3 credit hour equivalents.

Table 1.2.8 (a)- Undergraduate Course Section Size by Faculty and University - Regular Session

University of Manitoba	2000/01	2001/02	2002/03	2003/04	2004/05
Agricultural & Food Sciences					
< 10	33	51	65	73	62
10 - 19	68	60	61	41	46
20 - 49	44	50	45	49	41
50 - 99	28	19	8	6	19
> 100	2	1	0	2	2
Subtotal	**173**	**181**	**179**	**171**	**170**
% change	**0.0%**	**4.6%**	**-1.1%**	**-4.5%**	**-0.6%**
Architecture					
< 10	39	28	22	37	24
10 - 19	31	44	36	12	35
20 - 49	16	10	8	24	11
50 - 99	25	25	29	15	23
> 100	2	1	2	8	8
Subtotal	**113**	**108**	**97**	**96**	**101**
% change	**0.0%**	**-4.4%**	**-10.2%**	**-1.0%**	**5.2%**
School of Art					
< 10	109	93	104	95	149
10 - 19	66	62	50	57	45
20 - 49	43	47	46	56	61
50 - 99	3	2	6	7	7
> 100	0	2	2	2	2
Subtotal	**221**	**206**	**208**	**217**	**264**
% change	**0.0%**	**-6.8%**	**1.0%**	**4.3%**	**21.7%**
Arts					
< 10	208	227	208	180	194
10 - 19	187	164	202	210	206
20 - 49	422	449	487	458	469
50 - 99	183	198	200	202	195
> 100	70	90	89	94	114
Subtotal	**1070**	**1128**	**1186**	**1144**	**1178**
% change	**0.0%**	**5.4%**	**5.1%**	**-3.5%**	**3.0%**
Dental Hygiene					
< 10	0	0	0	0	0
10 - 19	0	0	0	0	0
20 - 49	23	23	23	23	23
50 - 99	0	0	0	0	0
> 100	0	0	0	0	0
Subtotal	**23**	**23**	**23**	**23**	**23**
% change	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Dentistry					
< 10	0	0	0	0	0
10 - 19	0	0	0	0	0
20 - 49	114	114	114	114	122
50 - 99	0	0	0	0	0
> 100	0	0	0	0	0
Subtotal	**114**	**114**	**114**	**114**	**122**
% change	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**7.0%**
Education					
< 10	48	45	38	46	46
10 - 19	47	36	22	23	37
20 - 49	143	138	128	136	135
50 - 99	8	11	8	8	10
> 100	3	3	6	5	4
Subtotal	**249**	**233**	**202**	**218**	**232**
% change	**0.0%**	**-6.4%**	**-13.3%**	**7.9%**	**6.4%**

Table 1.2.8 (a)- Undergraduate Course Section Size by Faculty and University - Regular Session

University of Manitoba	2000/01	2001/02	2002/03	2003/04	2004/05
Engineering					
< 10	21	34	32	20	20
10 - 19	33	31	24	24	24
20 - 49	81	77	72	65	65
50 - 99	64	59	53	66	66
> 100	0	2	6	7	7
Subtotal	**199**	**203**	**187**	**182**	**182**
% change	**0.0%**	**2.0%**	**-7.9%**	**-2.7%**	**0.0%**
Environment					
< 10	0	0	0	39	51
10 - 19	0	0	0	28	36
20 - 49	0	0	0	46	40
50 - 99	0	0	0	24	17
> 100	0	0	0	11	17
Subtotal	**0**	**0**	**0**	**148**	**161**
% change	-	-	-	**0.0%**	**0.0%**
Human Ecology					
< 10	27	21	31	18	12
10 - 19	26	22	19	20	20
20 - 49	15	22	25	32	28
50 - 99	7	4	5	5	13
> 100	5	9	10	12	11
Subtotal	**80**	**78**	**90**	**87**	**84**
% change	**0.0%**	**-2.5%**	**15.4%**	**-3.3%**	**-3.4%**
Law					
< 10	9	13	9	8	12
10 - 19	25	26	21	22	28
20 - 49	72	64	60	70	67
50 - 99	5	2	11	2	1
> 100	0	0	0	1	1
Subtotal	**111**	**105**	**101**	**103**	**109**
% change	**0.0%**	**-5.4%**	**-3.8%**	**2.0%**	**5.8%**
Business, Asper School of					
< 10	3	3	4	5	3
10 - 19	13	12	15	24	22
20 - 49	109	97	100	117	115
50 - 99	112	129	135	127	128
> 100	0	0	0	0	1
Subtotal	**237**	**241**	**254**	**273**	**269**
% change	**0.0%**	**1.7%**	**5.4%**	**7.5%**	**-1.5%**
Medical Rehabilitation					
< 10	0	2	30	26	20
10 - 19	0	4	0	5	12
20 - 49	60	60	50	51	37
50 - 99	8	7	10	13	18
> 100	0	1	0	0	0
Subtotal	**68**	**74**	**90**	**95**	**87**
% change	**0.0%**	**8.8%**	**21.6%**	**5.6%**	**-8.4%**
Medicine					
< 10	2	0	4	3	2
10 - 19	0	0	0	0	2
20 - 49	6	3	3	5	2
50 - 99	2	3	3	3	3
> 100	0	0	0	0	0
Subtotal	**10**	**6**	**10**	**11**	**9**
% change	**0.0%**	**-40.0%**	**66.7%**	**10.0%**	**-18.2%**

Table 1.2.8 (a)- Undergraduate Course Section Size by Faculty and University - Regular Session

University of Manitoba	2000/01	2001/02	2002/03	2003/04	2004/05
Music					
< 10	31	31	39	42	57
10 - 19	16	18	12	13	22
20 - 49	27	25	18	21	16
50 - 99	2	3	9	9	15
> 100	0	0	0	0	0
Subtotal	**76**	**77**	**78**	**85**	**110**
% change	**0.0%**	**1.3%**	**1.3%**	**9.0%**	**29.4%**
Nursing					
< 10	21	27	14	13	10
10 - 19	27	49	31	32	32
20 - 49	25	35	55	49	38
50 - 99	55	74	73	82	84
> 100	12	9	11	8	5
Subtotal	**140**	**194**	**184**	**184**	**169**
% change	**0.0%**	**38.6%**	**-5.2%**	**0.0%**	**-8.2%**
Pharmacy					
< 10	1	3	1	1	1
10 - 19	1	4	2	3	5
20 - 49	32	34	33	25	22
50 - 99	2	5	5	13	14
> 100	0	0	0	0	0
Subtotal	**36**	**46**	**41**	**42**	**42**
% change	**0.0%**	**27.8%**	**-10.9%**	**2.4%**	**0.0%**
Physical Ed & Recreation Studies					
< 10	6	10	13	9	15
10 - 19	13	15	18	28	26
20 - 49	29	34	32	23	28
50 - 99	15	16	18	16	14
> 100	3	5	3	6	8
Subtotal	**66**	**80**	**84**	**82**	**91**
% change	**0.0%**	**21.2%**	**5.0%**	**-2.4%**	**11.0%**
Science					
< 10	98	103	121	91	95
10 - 19	72	62	74	58	58
20 - 49	74	86	92	81	68
50 - 99	114	104	111	110	116
> 100	150	160	158	164	167
Subtotal	**508**	**515**	**556**	**504**	**504**
% change	**0.0%**	**1.4%**	**8.0%**	**-9.4%**	**0.0%**
Social Work					
< 10	5	11	22	22	12
10 - 19	33	26	21	22	27
20 - 49	29	34	34	30	32
50 - 99	4	4	2	6	6
> 100	0	0	0	0	0
Subtotal	**71**	**75**	**79**	**80**	**77**
% change	**0.0%**	**5.6%**	**5.3%**	**1.3%**	**-3.8%**
University of Manitoba Total	**3565**	**3687**	**3763**	**3859**	**3984**
% change	**0.0%**	**3.4%**	**2.1%**	**2.6%**	**3.2%**

Note: Due to system constraints UM could not provide data prior to 1999/00. Normalized to 3 credit hour equivalents.

Table 1.2.8 (a)- Undergraduate Course Section Size by Faculty and University - Regular Session

University of Winnipeg	2000/01	2001/02	2002/03	2003/04	2004/05
Education					
< 10	40	22	18	12	17
10 - 19	29	32	36	40	35
20 - 49	57	75	89	68	112
50 - 99	7	10	7	36	5
> 100	1	9	3	4	4
Subtotal	**134**	**148**	**153**	**160**	**173**
% change	**-69.5%**	**10.4%**	**3.4%**	**4.6%**	**8.1%**
Humanities					
< 10	275	247	203	211	204
10 - 19	156	164	146	146	128
20 - 49	266	278	294	335	361
50 - 99	19	30	50	42	37
> 100	0	0	0	4	2
Subtotal	**716**	**719**	**693**	**738**	**732**
% change	**1.3%**	**0.4%**	**-3.6%**	**6.5%**	**-0.8%**
Science					
< 10	109	93	105	117	101
10 - 19	90	98	77	85	68
20 - 49	135	149	161	128	143
50 - 99	41	65	64	88	88
> 100	9	10	14	16	19
Subtotal	**384**	**415**	**421**	**434**	**419**
% change	**8.2%**	**8.1%**	**1.4%**	**3.1%**	**-3.5%**
Social Sciences					
< 10	136	109	126	114	101
10 - 19	121	133	112	92	84
20 - 49	237	243	230	250	262
50 - 99	77	82	106	126	142
> 100	0	0	1	2	3
Subtotal	**571**	**567**	**575**	**584**	**592**
% change	**15.4%**	**-0.7%**	**1.4%**	**1.6%**	**1.4%**
Other					
< 10	0	0	20	29	25
10 - 19	0	0	0	10	0
20 - 49	0	0	0	2	2
50 - 99	0	0	0	0	0
> 100	0	0	0	0	0
Subtotal	**0**	**0**	**20**	**41**	**27**
% change	**0**	**0.0%**	**0.0%**	**105.0%**	**-34.1%**
University of Winnipeg Total	**1,805**	**1,849**	**1,862**	**1,957**	**1,943**
% change	**-9.6%**	**2.4%**	**0.7%**	**5.1%**	**-0.7%**

Table 1.2.8 (a)- Undergraduate Course Section Size by Faculty and University - Regular Session

Brandon University	2000/01	2001/02	2002/03	2003/04	2004/05
Arts					
< 10	82	89	91	113	105
10 - 19	75	66	86	79	82
20 - 49	95	89	93	99	114
50 - 99	28	34	34	42	42
> 100	3	3	3	1	1
Subtotal	**283**	**281**	**307**	**334**	**344**
% change	**-25.1%**	**-0.7%**	**9.3%**	**8.8%**	**3.0%**
Science					
< 10	87	79	84	95	91
10 - 19	48	44	52	57	49
20 - 49	52	57	51	50	49
50 - 99	26	31	31	32	24
> 100	10	5	7	9	17
Subtotal	**223**	**216**	**225**	**243**	**230**
% change	**-26.9%**	**-3.1%**	**4.2%**	**8.0%**	**-5.3%**
Education					
< 10	58	68	46	38	48
10 - 19	48	51	59	42	49
20 - 49	81	86	114	132	99
50 - 99	4	5	1	1	0
> 100	1	3	4	4	4
Subtotal	**192**	**213**	**224**	**217**	**200**
% change	**-9.0%**	**10.9%**	**5.2%**	**-3.1%**	**-7.8%**
Music					
< 10	82	95	109	91	160
10 - 19	28	24	22	28	19
20 - 49	17	20	23	20	22
50 - 99	2	0	0	0	0
> 100	0	0	0	0	0
Subtotal	**129**	**139**	**154**	**139**	**201**
% change	**3.2%**	**7.8%**	**10.8%**	**-9.7%**	**44.6%**
Health Studies					
< 10	25	32	32	25	14
10 - 19	20	25	40	22	35
20 - 49	11	10	11	19	32
50 - 99	0	0	0	0	0
> 100	0	0	0	0	0
Subtotal	**56**	**67**	**83**	**66**	**81**
% change	**3.7%**	**19.6%**	**23.9%**	**-20.5%**	**22.7%**
First Nations Aboriginal Counseling (FNAC)					
< 10	9	9	7	7	4
10 - 19	5	7	10	8	5
20 - 49	3	3	0	1	1
50 - 99	0	0	0	0	0
> 100	0	0	0	0	0
Subtotal	**17**	**19**	**17**	**16**	**10**
% change	**0.0%**	**11.8%**	**-10.5%**	**-5.9%**	**-37.5%**
Non Faculty (Rural Development)					
< 10	11	10	4	15	18
10 - 19	0	1	2	1	2
20 - 49	0	0	0	1	2
50 - 99	0	0	0	0	0
> 100	0	0	0	0	0
Subtotal	**11**	**11**	**6**	**17**	**22**
% change	**-8.3%**	**0.0%**	**-45.5%**	**183.3%**	**29.4%**
Brandon University Total	**911**	**946**	**1,016**	**1,032**	**1,088**
% change	**-16.0%**	**3.8%**	**7.4%**	**1.6%**	**5.4%**

Table 1.2.8 (a)- Undergraduate Course Section Size by Faculty and University - Regular Session

Collège universitaire de Saint-Boniface	2000/01	2001/02	2002/03	2003/04	2004/05
Arts					
< 10	48	51	46	51	45
10 - 19	32	33	35	32	35
20 - 49	33	37	33	44	34
50 - 99	1	6	5	5	6
> 100	1	2	2	2	3
Subtotal	**115**	**129**	**121**	**134**	**123**
% change	**3.6%**	**12.2%**	**-6.2%**	**10.7%**	**-8.2%**
Science					
< 10	19	18	18	27	18
10 - 19	15	12	19	8	17
20 - 49	13	7	8	8	12
50 - 99	3	2	4	4	6
> 100	0	0	0	0	0
Subtotal	**50**	**39**	**49**	**47**	**53**
% change	**4.2%**	**-22.0%**	**25.6%**	**-4.1%**	**12.8%**
Education					
< 10	30	34	35	33	31
10 - 19	21	15	20	13	14
20 - 49	9	13	12	22	22
50 - 99	1	0	5	2	4
> 100	0	0	0	0	0
Subtotal	**61**	**62**	**72**	**70**	**71**
% change	**-10.3%**	**1.6%**	**16.1%**	**-2.8%**	**1.4%**
Administration des affaires					
< 10	6	13	10	10	11
10 - 19	11	12	11	17	18
20 - 49	3	0	3	6	3
50 - 99	0	0	0	1	0
> 100	0	0	0	0	0
Subtotal	**20**	**25**	**24**	**34**	**32**
% change	**5.3%**	**25.0%**	**-4.0%**	**41.7%**	**-5.9%**
Collège universitaire de Saint-BonifaceTotal	**246**	**255**	**266**	**285**	**279**
% change	**0.0%**	**3.7%**	**4.3%**	**7.1%**	**-2.1%**

1.2.9 Undergraduate Enrollment of International Students

Table 1.2.9 shows that in general, undergraduate international student enrollment increased significantly over the five-year period at all universities. International student enrollment had exceeded the 2000/01 level by 1,599 from 789 in 1999/00 to 2,388 in 2004/05 (or 202.7%).

1.2.9 International Students [1] by Geographic Location -Regular Session

Geographic Location	2000/01	2001/02	2002/03	2003/04	2004/05
University of Manitoba					
Africa	59	51	57	65	89
Asia	328	408	583	933	1,385
Europe	62	77	76	81	101
Middle East	7	9	16	22	44
North & Central America	42	72	71	75	100
Oceania [2]	4	4	8	4	2
South America	8	11	10	9	11
UM Total	**510**	**632**	**821**	**1,189**	**1,732**
% Change	**13.8%**	**23.9%**	**29.9%**	**44.8%**	**45.7%**
University of Winnipeg [3]					
Africa	8	12	19	33	51
Asia	96	156	194	257	354
Europe	18	18	19	21	23
Middle East	3	4	6	12	17
North & Central America	14	19	16	21	24
Oceania [2]	0	0	0	0	3
South America	3	2	4	3	3
Undeclared	31	1	2	12	15
UW Total	**173**	**212**	**260**	**359**	**490**
% Change	**0.0%**	**22.5%**	**22.6%**	**38.1%**	**36.5%**
Brandon University					
Africa	16	13	12	9	13
Asia	42	41	57	58	84
Europe	13	4	5	6	7
Middle East	1	0	3	6	2
North & Central America	9	16	16	18	14
Oceania [2]	1	0	0	0	0
S. America	2	2	2	2	2
Undeclared	3	3	4	2	0
BU Total	**87**	**79**	**99**	**101**	**122**
% Change	**6.1%**	**-9.2%**	**25.3%**	**2.0%**	**20.8%**
Collège universitaire de Saint-Boniface					
Africa	8	18	17	13	25
Europe	11	11	9	13	14
Middle East	0	0	0	4	4
North & Central America	0	2	1	2	0
Oceania [2]	-	-	-	1	1
CUSB Total	**19**	**31**	**27**	**33**	**44**
% Change	**-17.4%**	**63.2%**	**-12.9%**	**22.2%**	**33.3%**
Total					
Africa	91	94	105	121	178
Asia	466	605	834	1,248	1,823
Europe	104	110	109	121	145
Middle East	11	13	25	44	67
North & Central America	65	109	104	116	138
Oceania [2]	5	4	8	4	6
South America	13	15	16	14	16
Undeclared	34	4	6	14	15
Grand Total	**789**	**954**	**1,207**	**1,682**	**2,388**
% Change	**9%**	**21%**	**27%**	**39%**	**42%**

Notes:
1. Does not include Permanent Residents.
2. Oceania includes Australia and New Zealand.
3. UW re-submitted 1998/99 through 2002/03 figures using a new methodology.

The majority of undergraduate international students that came to universities in Manitoba were from Asia (1,823 students or 76.3%), Africa (178 students or 7.5%) and Europe (145 students or 6.1%).

Summary by Geographic Location

Geographic Location	2000-01	2001-02	2002-03	2003-04	2004-05
Africa	**91**	**94**	**105**	**121**	**178**
% Increase	28.2%	3.3%	11.7%	15.2%	47.1%
% Distribution	11.5%	9.8%	8.7%	7.2%	7.5%
Asia	**466**	**605**	**834**	**1,248**	**1,823**
% Increase	8.9%	29.8%	37.9%	49.6%	46.1%
% Distribution	59.0%	63.4%	69.0%	74.2%	76.3%
Europe	**104**	**110**	**109**	**121**	**145**
% Increase	-1.0%	5.8%	-0.9%	11.0%	19.8%
% Distribution	13.2%	11.5%	9.0%	7.2%	6.1%
Middle East	**11**	**13**	**25**	**44**	**67**
% Increase	0.0%	18.2%	92.3%	76.0%	52.3%
% Distribution	1.4%	1.4%	2.1%	2.6%	2.8%
North & Central America	**65**	**109**	**104**	**116**	**138**
% Increase	-1.5%	67.7%	-4.6%	11.5%	19.0%
% Distribution	8.2%	11.4%	8.6%	6.9%	5.8%
Oceania	**5**	**4**	**8**	**4**	**6**
% Increase	400.0%	-20.0%	100.0%	-50.0%	50.0%
% Distribution	0.6%	0.4%	0.7%	0.2%	0.3%
South America	**13**	**15**	**16**	**14**	**16**
% Increase	8.3%	15.4%	6.7%	-12.5%	14.3%
% Distribution	1.6%	1.6%	1.3%	0.8%	0.7%
Undeclared	**34**	**4**	**6**	**14**	**15**
% Increase	6.3%	-88.2%	50.0%	133.3%	7.1%
% Distribution	4.3%	0.4%	0.5%	0.8%	0.6%
Total Undergraduate International Enrollment	**789**	**954**	**1,207**	**1,682**	**2,388**
% Increase	8.7%	20.9%	26.5%	39.4%	42.0%

Some examples of the geographic location groupings for the international student enrollment shown in Table 1.2.9 are as follows:

- **Africa** - Botswana, Burundi, Ghana, Ivory Coast, Kenya, Libya, Malawi, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Nigeria, South Africa, Sudan, Tanzania, Uganda, Zaire, Zambia, Zimbabwe.

- **Asia** - Bangladesh, Hong Kong, India, Indonesia, Japan, Macau, Malaysia, Maldives, Myanmar, Nepal, North Korea, Pakistan, People's Republic of China, Philippines, Singapore, Sri Lanka, South Korea, South Vietnam, Taiwan, Thailand, Vietnam.

- **Europe** - Albania, Belgium, Bosnia-Herzegovina, Bulgaria, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Luxembourg, Macedonia,

Netherlands, Norway, Poland, Portugal, Romania, Russia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Yugoslavia.

- **Middle East** - Iran, Israel, Lebanon, Palestine, Saudi Arabia, Turkey, United Arab Emirates.

- **North and Central America** - Antilles, Aruba, Bahamas, Barbados, Honduras, Jamaica, Mexico, Nicaragua, Panama, St. Lucia, St. Vincent & Grenadines, Trinidad & Tobago, United States.

- **Oceania** - Australia, New Zealand

- **South America** - Argentina, Brazil, Chile, Colombia, Peru, Uruguay, Venezuela.

Table 1.2.9 (a)- Undergraduate International Student Enrollment by University/Country of Origin

University of Manitoba	2000-01	2001-02	2002-03	2003-04	2004-05
Africa					
Botswana	8	7	7	4	2
Burundi	0	0	2	2	3
Cameroon	-	-	-	-	1
Congo, Republic of	0	0	0	1	1
Ghana	5	4	4	4	1
Ivory Coast	0	0	1	0	0
Kenya	15	10	12	15	12
Libya	2	0	0	0	0
Malawi	0	0	0	0	0
Mali	0	2	2	3	3
Mauritania	0	0	1	1	1
Mauritius	0	0	0	0	4
Morocco	2	0	3	1	2
Mozambique	10	7	5	4	1
Namibia	2	2	2	1	1
Nigeria	3	7	7	22	46
South Africa	6	5	3	3	4
Sudan	0	0	0	0	0
Tanzania	2	2	1	0	0
Uganda	0	1	1	0	0
Zaire	0	1	1	0	0
Zambia	0	1	2	3	4
Zimbabwe	4	2	3	1	3
Subtotal	**59**	**51**	**57**	**65**	**89**
% change	**37.2%**	**-13.6%**	**11.8%**	**14.0%**	**36.9%**
Asia					
Bangladesh	1	6	9	28	42
China, People's Republic	32	100	213	514	948
Hong Kong	75	69	78	79	68
India	12	14	19	29	24
Indonesia	12	19	23	31	30
Japan	32	39	38	35	38
Korea, North	0	0	0	0	0
Korea, South	35	40	54	58	60
Macau	2	1	1	1	0
Malaysia	82	59	60	69	76
Maldives	0	0	1	1	1
Myanmar	1	1	4	2	2
Nepal	1	1	0	0	1
Pakistan	6	4	9	14	13
Phillipines	2	2	4	3	3
Singapore	2	2	11	11	16
Sri Lanka	2	6	9	8	9
Taiwan	28	37	43	41	39
Thailand	2	5	1	2	2
Vietnam	1	4	7	7	13
Sub-total -Asia	**328**	**409**	**584**	**933**	**1385**
% change	**14.7%**	**24.7%**	**42.8%**	**59.8%**	**48.4%**

Table 1.2.9 (a)- Undergraduate International Student Enrollment by University/Country of Origin

University of Manitoba con't	2000-01	2001-02	2002-03	2003-04	2004-05
Europe					
Albania	1	0	0	0	1
Austria	0	0	0	2	1
Belgium	0	1	1	1	0
Bosnia-Hercegovina	1	1	0	0	0
Bulgaria	0	1	0	1	1
Croatia	0	0	0	1	1
Czech Republic	1	1	0	0	1
Denmark	3	4	3	2	5
Finland	0	0	1	0	3
France	15	16	10	18	23
Germany	11	18	17	15	15
Greece	1	2	2	1	0
Hungary	0	1	1	1	3
Iceland	3	0	2	3	4
Italy	1	1	0	0	0
Luxembourg	0	1	0	0	0
Macedonia	0	0	1	0	0
Netherlands	7	4	4	9	8
Norway	1	3	2	0	0
Poland	0	2	3	2	1
Portugal	4	2	1	0	0
Romania	0	1	1	0	0
Serbia and Montenegro	-	-	-	-	1
Spain	2	3	3	4	3
Sweden	1	1	0	0	2
Switzerland	0	0	2	2	3
U.S.S.R / Russia	2	2	7	7	6
Ukraine	4	7	8	4	4
United Kingdom	4	5	7	8	15
Yugoslavia	0	0	0	0	0
Sub-total - Europe	**62**	**77**	**76**	**81**	**101**
% change	**-4.6%**	**24.2%**	**-1.3%**	**6.6%**	**24.7%**
Middle East					
Egypt	**0**	**0**	**0**	**0**	**1**
Iran	4	0	2	4	11
Israel	1	4	3	2	4
Jordan	0	0	0	2	3
Kuwait	-	-	-	-	3
Lebanon	0	1	2	3	2
Palestine	0	0	1	2	2
Qatar	0	0	0	1	1
Saudi Arabia	1	1	5	3	8
Syria	0	0	0	1	2
Turkey	1	1	2	3	5
United Arab Emirates	0	2	1	1	2
Sub-total - Middle East	**7**	**9**	**16**	**22**	**44**
% change	**0.0%**	**28.6%**	**77.8%**	**37.5%**	**100.0%**

Table 1.2.9 (a)- Undergraduate International Student Enrollment by University/Country of Origin

University of Manitoba con't	2000-01	2001-02	2002-03	2003-04	2004-05
North & Central America					
Anguilla	0	1	1	1	0
Aruba	0	0	1	1	1
Bahamas	0	1	0	0	0
Barbados	0	1	0	0	0
Honduras	0	0	2	1	1
Jamaica	0	0	1	1	4
Mexico	11	36	28	31	43
Nicaragua	0	0	0	0	0
Panama	2	1	1	2	1
St. Lucia	1	0	0	0	1
St. Vincent & Grenadines	0	0	1	1	1
Trinidad and Tobago	4	8	10	6	5
United States	24	24	26	31	43
Sub-total -N &C America	**42**	**72**	**71**	**75**	**100**
% change	**7.7%**	**71.4%**	**-1.4%**	**5.6%**	**33.3%**
Oceania					
Australia	4	4	8	4	2
Sub-total Oceana	**4**	**4**	**8**	**4**	**2**
% change	**300.0%**	**0.0%**	**100.0%**	**-50.0%**	**-50.0%**
South America					
Argentina	1	1	0	0	0
Brazil	2	7	4	7	6
Chile	1	1	1	1	1
Colombia	3	2	2	1	2
Guyana	0	0	0	0	1
Peru	1	0	0	0	1
Uruguay	0	0	0	0	0
Venezuela	0	0	3	0	0
Sub-total S. America	**8**	**11**	**10**	**9**	**11**
% change	**14.3%**	**37.5%**	**-9.1%**	**-10.0%**	**22.2%**
UM total	**510**	**633**	**822**	**1189**	**1732**
% change	**13.8%**	**24.1%**	**29.9%**	**44.6%**	**45.7%**

Table 1.2.9 (a)- Undergraduate International Student Enrollment by University/Country of Origin

University of Winnipeg	2000-01	2001-02	2002-03	2003-04	2004-05
Africa					
Cameroon	0	0	0	0	1
Ghana	2	1	1	2	2
Kenya	2	1	2	2	5
Mauritius	0	0	0	0	2
Morocco	0	0	0	0	1
Nigeria	0	4	6	19	29
South Africa	0	0	0	2	1
Sudan	0	1	1	0	0
Uganda	2	2	2	1	3
Zambia	0	2	6	5	5
Zimbabwe	2	1	1	2	2
Sub-total Africa	**8**	**12**	**19**	**33**	**51**
% change	**0.0%**	**50.0%**	**58.3%**	**73.7%**	**54.5%**
Asia					
Bangladesh	1	1	2	3	14
China, People's Republic	8	19	53	98	166
Hong Kong	46	56	42	33	35
India	0	5	6	12	14
Indonesia	2	2	2	2	3
Japan	9	17	18	21	30
Korea, North	2	2	1	6	0
Korea, South	1	9	20	14	22
Macau	2	2	2	7	1
Malaysia	9	13	9	13	18
Myanmar	0	0	1	2	2
Pakistan	1	7	9	14	13
Phillipines	0	0	2	3	4
Singapore	1	4	5	6	8
Sri Lanka	0	1	2	4	4
Taiwan	11	12	16	14	11
Thailand	1	4	4	4	6
Uzbekistan	0	0	0	0	1
Vietnam (North)	2	2	0	1	2
Sub-total Asia	**96**	**156**	**194**	**257**	**354**
% change	**1.1%**	**62.5%**	**24.4%**	**32.5%**	**37.7%**
Europe					
Belarus	1	1	0	0	0
Bulgaria	0	0	2	1	2
Croatia	1	0	0	0	0
Denmark & Greenland	0	2	1	2	0
France	1	0	2	3	1
Germany	2	4	4	6	8
Greece	2	0	0	0	0
Ireland	-	-	-	-	1
Italy	1	0	0	0	0
Lithuania	4	4	1	0	0
Netherlands	0	1	1	0	0
Poland	1	4	4	5	3
Portugal	1	1	0	0	0
Russia	0	1	2	0	2
Spain	1	0	0	0	0
Sweden	0	0	0	0	0
Switzerland	0	0	1	2	0
Ukraine	0	0	0	0	2
United Kingdom	3	0	1	2	4
Sub-total Europe	**18**	**18**	**19**	**21**	**23**
% change	**-5.3%**	**0.0%**	**5.6%**	**10.5%**	**9.5%**

Table 1.2.9 (a)- Undergraduate International Student Enrollment by University/Country of Origin

University of Winnipeg con't..	2000-01	2001-02	2002-03	2003-04	2004-05
Middle East					
Egypt	0	0	0	1	1
Iran	0	0	1	0	3
Israel	0	1	1	2	2
Lebanon	-	-	-	-	2
Saudi Arabia	2	2	3	4	3
Turkey	1	1	1	5	6
Sub-total Middles East	**3**	**4**	**6**	**12**	**17**
% change	**0.0%**	**33.3%**	**50.0%**	**100.0%**	**41.7%**
North & Central America					
Belzie	1	1	1	2	1
Dominica	0	0	0	0	0
El Salvadore	0	0	1	0	1
Jamaica	2	4	2	3	4
Mexico	0	5	4	3	2
St. Lucia	0	0	0	1	1
Trinidad & Tobago	3	2	1	0	1
United States	8	7	7	12	14
Sub-total N & C America	**14**	**19**	**16**	**21**	**24**
% change	**0.0%**	**35.7%**	**-15.8%**	**31.3%**	**14.3%**
Oceania					
Australia	0	0	0	0	3
Sub-total Oceana	**0**	**0**	**0**	**0**	**3**
% change	-	-	-	-	-
South America					
Argentina	1	0	1	0	0
Brazil	1	2	2	3	2
Colombia	1	0	0	0	1
Paraguay	0	0	1	0	0
Unknown	0	0	0	0	0
Sub-total S. America	**3**	**2**	**4**	**3**	**3**
% change	**0.0%**	**-33.3%**	**100.0%**	**-25.0%**	**0.0%**
Undeclared	**31**	**1**	**2**	**12**	**15**
UW Total	**173**	**212**	**260**	**359**	**490**
% change	**0.0%**	**22.5%**	**22.6%**	**38.1%**	**36.5%**

Table 1.2.9 (a)- Undergraduate International Student Enrollment by University/Country of Origin

Brandon University	2000-01	2001-02	2002-03	2003-04	2004-05
Africa					
Africa	0	0	0	0	0
Botswana	-	-	-	-	1
British West Indies	1	0	0	0	0
Cameroon Republic	2	2	2	0	0
Ghana	5	2	4	1	1
Kenya	0	2	1	1	3
Malawi	1	0	0	0	0
Morocco	0	0	0	1	0
Nigeria	3	2	1	3	6
Rwanda	0	0	0	0	0
Sierra Leone	-	-	-	-	1
South Africa	2	2	2	2	1
Sudan	0	0	0	0	0
Tanzania	1	1	0	0	0
Zambia	0	1	0	0	0
Zimbabwe	1	1	2	1	0
Sub-total Africa	**16**	**13**	**12**	**9**	**13**
% change	**14.3%**	**-18.8%**	**-7.7%**	**-25.0%**	**44.4%**
Asia					
Bangladesh	2	4	7	5	8
China, People's Republic	11	12	23	35	47
Hong Kong	0	1	1	5	4
India	2	2	1	1	1
Indonesia	1	1	0	0	0
Japan	2	1	1	1	3
Korea, North	1	2	5	4	0
Korea, South	2	5	4	4	6
Malaysia	0	0	0	0	0
Pakistan	1	1	2	1	3
Singapore	0	0	0	0	1
Syria	1	1	2	0	0
Taiwan	19	11	11	2	11
Sub-total Asia	**42**	**41**	**57**	**58**	**84**
% change	**-10.6%**	**-2.4%**	**39.0%**	**1.8%**	**44.8%**
Europe					
Albania	2	0	0	0	0
Czechoslovakia	0	0	0	0	0
Denmark	0	0	0	0	0
Germany	5	1	2	4	3
Hungary	2	1	1	0	0
Italy	0	0	0	1	1
Russia	1	1	0	0	0
Spain	0	0	0	0	0
Sweden	0	0	0	0	0
Switzerland	0	0	1	1	1
United Kingdom	3	1	1	0	2
Sub-total Europe	**13**	**4**	**5**	**6**	**7**
% change	**62.5%**	**-69.2%**	**25.0%**	**20.0%**	**16.7%**

Table 1.2.9 (a)- Undergraduate International Student Enrollment by University/Country of Origin

Brandon University con't...	**2000-01**	**2001-02**	**2002-03**	**2003-04**	**2004-05**
Middle East					
Iran	1	0	0	0	0
Israel	0	0	1	1	0
Syria	0	0	0	2	1
United Arab Emirates	0	0	2	3	1
Sub-total Middle East	**1**	**0**	**3**	**6**	**2**
% change	-	-	-	**100.0%**	**-66.7%**
North & Central America					
Bahamas	1	2	1	0	0
Costa Rica	0	0	0	0	0
Dominican Republic	0	0	0	0	1
Haiti	0	0	0	1	1
Mexico	0	5	5	5	4
St. Lucia	1	1	0	0	0
United States	7	8	10	12	8
Sub-total N & C America	**9**	**16**	**16**	**18**	**14**
% change	**-10.0%**	**77.8%**	**0.0%**	**12.5%**	**-22.2%**
Oceania					
Australia	**1**	**0**	**0**	**0**	**0**
Sub-total Oceania	**1**	**0**	**0**	**0**	**0**
South America					
Brazil	2	2	2	1	1
Ecuador	0	0	0	1	1
Sub-total S. America	**2**	**2**	**2**	**2**	**2**
% change	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Undeclared					
	3	**3**	**4**	**2**	**0**
Total Brandon University	**87**	**79**	**99**	**101**	**122**
% change	**6.1%**	**-9.2%**	**25.3%**	**2.0%**	**20.8%**

Table 1.2.9 (a)- Undergraduate International Student Enrollment by University/Country of Origin

Collège universitaire de Saint-Boniface	2000-01	2001-02	2002-03	2003-04	2004-05
Africa					
Burundi	0	3	3	1	1
Cameroon	1	1	1	0	1
Congo	0	0	0	2	3
Djibouti	0	1	0	0	0
Guinée-Bissau	1	1	0	1	0
Ivory Coast	0	1	1	0	1
Mali	4	8	7	5	15
Morocco	2	2	2	3	2
Nigeria	0	0	0	1	0
Senegal	0	1	3	1	2
Somolia	0	0	0	0	0
Sub-total Africa	**8**	**18**	**17**	**14**	**25**
% change	**33.3%**	**125.0%**	**-5.6%**	**-17.6%**	**78.6%**
Europe					
Belgium	0	0	0	0	1
France	11	8	8	11	11
Germany	0	2	1	1	1
Hungary	0	0	0	1	1
Poland	0	1	0	0	
Sub-total Europe	**11**	**11**	**9**	**13**	**14**
% change	**-15.4%**	**0.0%**	**-18.2%**	**44.4%**	**7.7%**
Middle East					
Senegal	0	0	0	0	4
United Arab Emirates	0	0	0	1	0
Sub-total Middle East	**0**	**0**	**0**	**1**	**4**
% change	-	-	-	-	
North & Central America					
Mexico	0	1	0	1	0
United States	0	1	1	0	0
Sub-total N & C America	**0**	**2**	**1**	**1**	**0**
% change	**-100.0%**	**0.0%**	**-50.0%**	**0.0%**	**-100.0%**
Oceania					
New Caledonia	0	0	0	1	1
Sub-total Oceana	**0**	**0**	**0**	**1**	**1**
% change					
Total Collège universitaire de Saint-Boniface	**19**	**31**	**27**	**30**	**44**
% change	**-17.4%**	**63.2%**	**-12.9%**	**11.1%**	**46.7%**

CHAPTER 1 - UNIVERSITIES

PART 3

GRADUATE ENROLLMENT

1.3 Graduate Enrollment

1.3.1 Graduate Enrollment – All Sessions

Table 1.3.1 shows that over the five-year period, UM accounted for just over 91.2% (4,096 students) of total graduate enrollment. This is to be expected, given that the other universities are primarily undergraduate institutions.

Full-time graduate enrollment has decreased over the five year period at UW and BU, while part time enrollment in both institutions continues to accelerate over the same period; 16.0% and 45.1% respectively.

Overall, part-time graduate enrollment increased by 26.9% (361 students), while total full-time graduate enrollment increased by 25.3% or 563 students between 2000/01 and 2004/05.

Table 1.3.1 Graduate Enrollment - All Sessions

	2000/01	% Change	2001/02	% Change	2002/03	% Change	2003/04	% Change	2004/05	% Change	Cumulative % Change 00/01 to 04/05
University of Manitoba[2,3,4] Revised											
FT	2,207	-1.3%	2,275	3.1%	2,401	5.5%	2,668	11.1%	2,778	4.1%	**25.9%**
PT	1,057	3.9%	1,147	8.5%	1,196	4.3%	1,267	5.9%	1,318	4.0%	**24.7%**
Total	**3,264**	**0.3%**	**3,422**	**4.8%**	**3,597**	**5.1%**	**3,935**	**9.4%**	**4,096**	**4.1%**	**25.5%**
FTE	2,509	-0.8%	2,603	3.7%	2,743	5.4%	3,030	10.5%	3,155	4.1%	**25.7%**
University of Winnipeg - Revised											
FT	13	-27.8%	18	38.5%	12	-33.3%	19	58.3%	11	-42.1%	**-15.4%**
PT	25	0.0%	25	0.0%	20	-20.0%	19	-5.0%	29	52.6%	**16.0%**
Total	**38**	**-11.6%**	**43**	**13.2%**	**32**	**-25.6%**	**38**	**18.8%**	**40**	**5.3%**	**5.3%**
FTE	20	-20.0%	25	25.0%	18	-28.0%	24	35.7%	19	-21.1%	**-3.6%**
Brandon University											
FT	6	0.0%	6	0.0%	0	-100.0%	6	-	2	-66.7%	**-66.7%**
PT	173	6.1%	193	11.6%	169	-12.4%	151	-10.7%	251	66.2%	**45.1%**
Total	**179**	**5.9%**	**199**	**11.2%**	**169**	**-15.1%**	**157**	**-7.1%**	**253**	**61.1%**	**41.3%**
FTE	55	3.8%	61	10.9%	48	-21.3%	49	2.4%	74	50.0%	**34.0%**
Collège universitaire de Saint-Boniface											
FT	2	0.0%	0	-	0	-	0	-	0	-	**-100.0%**
PT	86	7.5%	96	11.6%	130	35.4%	112	-13.8%	104	-7.1%	**20.9%**
Total	**88**	**7.3%**	**96**	**9.1%**	**130**	**35.4%**	**112**	**-13.8%**	**104**	**-7.1%**	**18.2%**
FTE	27	8.0%	27	0.0%	37	37.0%	32	-13.5%	29.7142857	-7.1%	**10.1%**
Total											
FT	2,228	-1.5%	2,299	3.2%	2,413	5.0%	2,693	11.6%	2,791	3.6%	**25.3%**
PT	1,341	4.4%	1,461	8.9%	1,515	3.7%	1,549	2.2%	1,702	9.9%	**26.9%**
Total	**3,569**	**0.8%**	**3,760**	**5.4%**	**3,928**	**4.5%**	**4,242**	**8.0%**	**4,493**	**5.9%**	**25.9%**
FTE	2,611	-0.7%	2,716	4.0%	2,846	4.8%	3,136	10.2%	3,277	4.5%	**25.5%**

Notes:

1. Includes Regular Session and Spring and Summer Sessions.
2. Includes Joint Master's Program students who have their workload directly associated with the UM.
3. Includes Pre-master's, Master's, Doctoral, Occasional and Diploma students.
4. Enrollment is discrete count of students in session; e.g. student enrolled in Regular and Spring/summer session in the same year may be counted twice in the above data.

FTE=FT+(PT/3.5)

1.3.2 Graduate Enrollment – Regular Session

Regular session full-time graduate enrollment showed a similar trend to total graduate enrollment, with an increase of 563 students or 25.3%, while total part-time enrollment increased by 149 students (15.7%) between 2000/01 and 2004/05.

Overall, graduate regular session enrollment increased by 712 students or 22.4%.

Table 1.3.2 - Graduate Enrollment - Regular Session

	2000/01	% Change	2001/02	% Change	2002/03	% Change	2003/04	% Change	2004/05	% Change	Cumulative % Change 00/01 to 04/05
University of Manitoba [1,2]											
FT	2,207	-1.3%	2,275	3.1%	2,401	5.5%	2,668	11.1%	2,778	4.1%	**25.9%**
PT	771	5.2%	809	4.9%	856	5.8%	871	1.8%	912	4.7%	**18.3%**
Total	**2,978**	**0.3%**	**3,084**	**3.6%**	**3,257**	**5.6%**	**3,539**	**8.7%**	**3,690**	**4.3%**	**23.9%**
FTE	2,427	-0.8%	2,506	3.3%	2,646	5.6%	2,917	10.2%	3,039	4.2%	**25.2%**
University of Winnipeg - Revised											
FT	13	-27.8%	18	38.5%	12	-33.3%	19	58.3%	11	-42.1%	**-15.4%**
PT	25	0.0%	25	0.0%	20	-20.0%	19	-5.0%	29	52.6%	**16.0%**
Total	**38**	**-11.6%**	**43**	**13.2%**	**32**	**-25.6%**	**38**	**18.8%**	**40**	**5.3%**	**5.3%**
FTE	20	-20.0%	25	25.0%	18	-28.0%	24	35.7%	19	-21.1%	**-3.6%**
Brandon University											
FT	6	0.0%	6	0.0%	0	0.0%	6	0.0%	2	-66.7%	**-66.7%**
PT	92	-8.9%	87	-5.4%	85	-2.3%	57	-32.9%	97	70.2%	**5.4%**
Total	**98**	**-8.4%**	**93**	**-5.1%**	**85**	**-8.6%**	**63**	**-25.9%**	**99**	**57.1%**	**1.0%**
FTE	32	-8.6%	31	-3.1%	24	-22.6%	22	-7.1%	30	33.3%	**-7.1%**
Collège universitaire de Saint-Boniface											
FT	2	0.0%	0	-	0		0	-	0	-	-
PT	61	15.1%	65	6.6%	83	27.7%	68	-18.1%	60	-11.8%	**-1.6%**
Total	**63**	**14.5%**	**65**	**3.2%**	**83**	**27.7%**	**68**	**-18.1%**	**60**	**-11.8%**	**-4.8%**
FTE	19	11.8%	19	0.0%	24	26.3%	19	-19.0%	17	-11.8%	**-9.8%**
Total											
FT	2,228	-1.5%	2,299	3.2%	2,413	5.0%	2,693	11.6%	2,791	3.6%	**25.3%**
PT	949	4.1%	986	3.9%	1,044	5.9%	1,015	-2.8%	1,098	8.2%	**15.7%**
Total	**3,177**	**0.1%**	**3,285**	**3.4%**	**3,457**	**5.2%**	**3,708**	**7.3%**	**3,889**	**4.9%**	**22.4%**
FTE	2,499	-1.0%	2,581	3.3%	2,711	5.0%	2,983	10.0%	3,105	4.1%	**24.2%**

Notes:

1. UM graduate totals include Joint Master's Program students (based on workload calculations) and Post-Graduate Medical and Education (PGME) students.
2. Includes Pre-master's, Master's, Doctoral, Occasional and Diploma students.

FTE= FT+(PT/3.5)

1.3.3 Graduate Enrollment – Spring/Summer Session

As Table 1.3.3 shows, part time graduate enrollment for spring and summer session increased by 212 students or 54.1% between 2000 to 2004. (All graduate students taking part in spring and summer session are considered part time.)

Over the five-year period, regular session graduate enrollment comprised 86.6%, and spring and summer session 13.4% of the total graduate student enrollment. Overall, graduate spring and summer session enrollment accounted for approximately 5% of total spring and summer session enrollment.

Table 1.3.3 Graduate Enrollment - Spring /Summer Session

	2000	% Change	2001	% Change	2002	% Change	2003	% Change	2004	% Change	Cumulative % Change 2000 to 2004
University of Manitoba[1,2]											
FT	0	-	0	-	0	-	0	-	0	-	-
PT	286	0.7%	338	18.2%	340	0.6%	396	16.5%	406	2.5%	42.0%
Total	**286**	**0.7%**	**338**	**18.2%**	**340**	**0.6%**	**396**	**16.5%**	**406**	**2.5%**	**42.0%**
FTE	82	1.2%	97	18.3%	97	0.0%	113	16.6%	116	2.5%	41.5%
University of Winnipeg											
FT	0	-	0	-	0	-	0	-	0	-	-
PT	0	-	0	-	0	-	0	-	0	-	-
Total	**0**	**-**	**0**	**-**	**0**	**-**	**0**	**-**	**0**	**-**	**-**
FTE	0	-	0	-	0	-	0	-	0	-	-
Brandon University [2]											
FT	0	-	0	-	0	-	0	-	0	-	-
PT	81	30.6%	106	30.9%	84	-20.8%	94	11.9%	154	63.8%	90.1%
Total	**81**	**30.6%**	**106**	**30.9%**	**84**	**-20.8%**	**94**	**11.9%**	**154**	**63.8%**	**90.1%**
FTE	23	27.8%	30	30.4%	24	-20.0%	27	11.9%	44	63.8%	91.3%
Collège universitaire de Saint-Boniface [2]											
FT	0	-	0	-	0	-	0	-	0	-	-
PT	25	-7.4%	31	24.0%	47	51.6%	44	-6.4%	44	0.0%	76.0%
Total	**25**	**-7.4%**	**31**	**24.0%**	**47**	**51.6%**	**44**	**-6.4%**	**44**	**0.0%**	**76.0%**
FTE	7	-12.5%	9	26.5%	13	46.8%	13	-3.3%	13	0.0%	79.6%
Total											
FT	0	-	0	-	0	-	0	-	0	-	-
PT	392	5.1%	475	21.2%	471	-0.8%	534	13.4%	604	13.1%	54.1%
Total	**392**	**5.1%**	**475**	**21.2%**	**471**	**-0.8%**	**534**	**13.4%**	**604**	**13.1%**	**54.1%**
FTE	112	4.7%	136	21.4%	135	-0.7%	153	13.0%	173	13.1%	54.1%

Notes:

1. Includes Pre-master's, Master's, Doctoral, Occasional and Diploma students.
2. Students are counted only once, regardless if they are enrolled in both Spring and/or Summer session

1.3.4 Graduate Enrollment by Gender – Regular Session

Overall, graduate enrollment in 2004/05 was comprised of 55% female and 45% male. The last 5 years, 2000/01 to 2004/05, women continue to comprise the larger proportion of regular session graduate enrollment at UM, UW , BU and CUSB each year.

Table 1.3.4 - Graduate Enrollment by Gender [1,2] - Regular Session

	2000/01			2001/02			2002/03			2003/04			2004/05		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
University of Manitoba [3,4]															
FT	891	931	**1,822**	933	951	**1,884**	984	1,012	**1,996**	1,138	1,102	**2,240**	1,217	1,125	**2,342**
PT	483	288	**771**	508	301	**809**	542	314	**856**	527	344	**871**	550	362	**912**
Total	**1,374**	**1,219**	**2,593**	**1,441**	**1,252**	**2,693**	**1,526**	**1,326**	**2,852**	**1,665**	**1,446**	**3,111**	**1,767**	**1,487**	**3,254**
FTE	1,029	1,013	**2,042**	1,078	1,037	**2,115**	1,139	1,102	**2,241**	1,289	1,200	**2,489**	1,374	1,228	**2,603**
University of Winnipeg [5]															
FT	13			18			6	6	**12**	11	8	**19**	7	4	**11**
PT	25			25			13	7	**20**	12	7	**19**	17	12	**29**
Total	**38**			**43**			**19**	**13**	**32**	**23**	**15**	**38**	**24**	**16**	**40**
FTE	20			25			38	26	**18**	18	18	**24**	12	7	**19**
Brandon University															
FT	3	3	**6**	4	2	**6**	0	0	**0**	5	1	**6**	2	0	**2**
PT	63	29	**92**	65	22	**87**	62	23	**85**	37	20	**57**	68	29	**97**
Total	**66**	**32**	**98**	**69**	**24**	**93**	**62**	**23**	**85**	**42**	**21**	**63**	**70**	**29**	**99**
FTE	21	11	**32**	23	8	**31**	18	7	**24**	16	7	**22**	21	8	**30**
Collège universitaire de Saint-Boniface															
FT	0	2	**2**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
PT	43	18	**61**	45	20	**65**	55	28	**83**	38	30	**68**	37	23	**60**
Total	**43**	**20**	**63**	**45**	**20**	**65**	**55**	**28**	**83**	**38**	**30**	**68**	**37**	**23**	**60**
FTE	12	7	**19**	13	6	**19**	16	8	**24**	11	9	**19**	11	7	**17**
Total [6]															
FT		1,843			1,908		990	1,018	**2,008**	1,154	1,111	**2,265**	1,226	1,129	**2,355**
PT		949			986		672	372	**1,044**	614	401	**1,015**	672	426	**1,098**
Total		**2,792**			**2,894**		**1,662**	**1,390**	**3,052**	**1,768**	**1,512**	**3,280**	**1,898**	**1,555**	**3,453**
FTE		2,114			2,190		1,182	1,124	**2,306**	1,329	1,226	**2,555**	1,418	1,251	**2,669**

Notes:

1. Gender is self-declared. Not all students report their gender.
2. Totals are not equal to those in Table 1.3.2 as not all students report their gender.
3. Does not include Post-Graduate Medical and Education (PGME) students.
4. Includes Pre-master's, Master's, Doctoral, Occasional and Diploma students.
5. U W could not provide gender breakdowns for their graduate students for 1998/99 to 2001/02.
6. Totals may not add due to rounding.

FTE=FT+(PT/3.5)

Table 1.3.4 (a) Graduate Enrollment by Gender [1] Percentage Distribution - Regular Session

	1999/00			2000/01			2001/02			2002/03			2003/04			2004/05			Cumulative % Change 2000/01 to 2004/05	
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
University of Manitoba [3,4]																				
Total (FT+PT)	1,339	1,251	**2,590**	1,374	1,219	**2,593**	1,441	1,252	**2,693**	1,526	1,326	**2,852**	1,665	1,446	**3,111**	1,767	1,487	**3,254**	28.6%	22.0%
% distribution by gender	**51.7%**	**48.3%**		**53.0%**	**47.0%**		**53.5%**	**46.5%**		**53.5%**	**46.5%**		**53.5%**	**46.5%**		**54.3%**	**45.7%**			
University of Winnipeg [5]																				
Total (FT+PT)	-	-	**43**	-	-	**38**	-	-	**43**	19	13	**32**	23	15	**38**	24	16	**40**	-	-
% distribution by gender										**59.4%**	**40.6%**		**60.5%**	**39.5%**		**60.0%**	**40.0%**			
Brandon University																				
Total (FT+PT)	79	28	**107**	66	32	**98**	69	24	**93**	62	23	**85**	42	21	**63**	70	29	**99**	6.1%	-9.4%
% distribution by gender	**73.8%**	**26.2%**		**67.3%**	**32.7%**		**74.2%**	**25.8%**		**72.9%**	**27.1%**		**66.7%**	**33.3%**		**70.7%**	**29.3%**			
Collège universitaire de Saint-Boniface																				
Total (FT+PT)	38	17	**55**	43	20	**63**	45	20	**65**	55	28	**83**	38	30	**68**	37	23	**60**	-14.0%	15.0%
% distribution by gender	**69.1%**	**30.9%**		**68.3%**	**31.7%**		**69.2%**	**30.8%**		**66.3%**	**33.7%**		**55.9%**	**44.1%**		**61.7%**	**38.3%**			
Grand Total																				
Total (FT+PT)	1,456	1,296	**2,795**	1,483	1,271	**2,792**	1,555	1,296	**2,894**	1,662	1,390	**3,052**	1,768	1,512	**3,280**	1,898	1,555	**3,453**	28.0%	22.3%
% distribution by gender	**52.1%**	**46.4%**		**53.1%**	**45.5%**		**53.7%**	**44.8%**		**54.5%**	**45.5%**		**53.9%**	**46.1%**		**55.0%**	**45.0%**			

Notes:

1. Gender is self-declared. Not all students report their gender.
2. Totals are not equal to those in Table 1.3.2 as not all students report their gender.
3. Does not include Post-Graduate Medical and Education (PGME) students.
4. Includes Pre-master's, Master's, Doctoral, Occasional and Diploma students.
5. U W could not provide gender breakdowns for their graduate students for 1998/99 to 2001/02.

Table 1.3.5 - Graduate Enrollment by Faculty /School - Regular Session

University of Manitoba[1]	2000-01					2001-02					2002-03					2003-04					2004/05					2000/01 to 2004/05 Cumulative % Change	
	Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time				
	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	Female	Male
Agricultural and Food Sciences	68	82	11	20	181	66	84	11	14	175	66	76	6	12	160	73	84	5	15	177	74	98	8	11	191	3.8%	6.9%
Architecture	71	128	5	2	206	97	130	6	1	234	132	126	1	4	263	140	117	5	6	268	155	113	8	9	285	114.5%	-6.2%
Arts[2]	237	169	51	25	482	228	181	43	30	482	235	173	59	34	501	275	170	43	29	517	267	166	45	25	503	8.3%	-1.5%
Business, Asper School of[7]	15	27	45	75	162	14	26	49	75	164	18	31	43	72	164	18	21	37	79	155	28	36	34	68	166	3.3%	2.0%
Dentistry[3]	2	17	1	0	20	5	17	1	0	23	6	16	1	0	23	10	16	1	0	27	7	20	1	0	28	166.7%	17.6%
Education[4]	45	16	124	49	234	43	16	136	52	247	37	12	166	70	285	35	13	173	85	306	44	11	191	121	367	39.1%	103.1%
Engineering[5]	42	196	8	54	300	47	194	8	53	302	60	228	14	43	345	66	246	21	53	386	65	244	12	48	369	54.0%	16.8%
Environment[8]	46	50	4	6	106	57	42	2	6	107	48	41	6	12	107	57	52	7	10	126	67	59	9	9	144	52.0%	21.4%
Graduate Studies	32	16	10	1	59	22	12	10	1	45	22	14	5	4	45	21	15	10	4	50	25	13	10	5	53	-16.7%	5.9%
Human Ecology	50	1	6	0	57	45	1	11	1	58	27	2	9	0	38	33	5	8	0	46	31	6	9	1	47	-28.6%	600.0%
Law	1	1	2	0	4	2	2	1	0	5	3	5	0	0	8	3	1	2	1	7	3	3	0	0	6	0.0%	200.0%
Medical Rehab.[6]	6	0	0	0	6	6	0	0	0	6	5	2	1	1	9	33	9	5	3	50	69	14	8	5	96	-	-
Medicine	104	74	41	16	235	116	82	47	25	270	126	81	49	17	273	156	97	42	22	317	161	98	46	19	324	42.8%	30.0%
Music	0	0	0	0	0	2	1	0	1	4	3	8	0	2	13	4	13	1	2	20	9	5	1	5	20	-	-
Nursing	16	0	65	5	86	14	0	69	4	87	17	0	76	4	97	27	1	66	3	97	22	1	61	3	87	2.5%	-20.0%
Pharmacy	9	7	1	1	18	8	7	1	2	18	8	6	2	1	17	11	9	0	1	21	12	10	1	1	24	30.0%	37.5%
Phys Ed & Rec. Studies	24	11	4	2	41	17	9	3	3	32	13	13	5	3	34	17	12	6	2	37	15	11	5	5	36	-28.6%	23.1%
Science	69	117	6	15	207	81	124	10	14	229	89	154	9	13	265	91	199	4	11	305	93	197	4	10	304	29.3%	56.8%
Social Work	54	19	99	17	189	69	24	90	22	205	69	24	90	22	205	68	22	91	18	199	70	20	97	17	204	9.2%	2.8%
Total By FT/PT and F/M	891	931	483	288	2,593	939	952	498	304	2,693	984	1,012	542	314	2,852	1,138	1,102	527	344	3,111	1,217	1,125	550	362	3,254	28.6%	22.0%
Total by Full time /Part time	1,822		771			1,891		802			1,996		856			2,240		871			2,342		912				
Post Graduate Medial Education (PGME) - not reported by Gender	385					391					405					428					436						
Total (incl. PGME)	**2,978**					**3,084**					**3,257**					**3,539**					**3,690**						
% change year/year	**0.3%**					**3.6%**					**5.6%**					**8.7%**					**4.3%**						

Notes:

Gender is self-declared. Not all students report their gender.

1. Data as at November 1st. Graduate figures include students continuing in a course or thesis over more than one session.
2. Includes students in the Canadian Studies program at St. Boniface taking courses at the U. of M.
3. All diploma programs in Dentistry converted to Master's programs in 2001/02.
4. Students in the Education program at CSB taking courses at the UM.
5. The Department of Civil & Geological Engineering has changed its name to the Department of Civil Engineering in 2001/02.
6. Includes new Occupational Therapy graduate program in 2003-2004.
7. The Asper School of Business was formerly reported as the Faculty of Management.
8. Faculty of Environment new in 2003. Prior to 2003 the Department of Geography was reflected under the Faculty of Arts, the Department of Geological Sciences was reflected under the Faculty of Science and the Natural Resources Institute was listed under its own heading.

Table 1.3.5 - Graduate Enrollment by Faculty /School - Regular Session

University of Winnipeg	2000-01					2001-02					2002-03 (R)					2003-04					2004/05					2000/01 to 2004/05 Cumulative % Change	
	Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time				
	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	Female	Male
History	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	4	2	0	0	6	2	2	1	0	5	-	-
Religion	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	-	-
Public Administration	0	0	0	0	0	0	0	0	0	0	5	4	13	7	29	7	6	12	7	32	5	2	16	12	35	-	-
Total By FT/PT and F/M	0	0	0	0		0	0	0	0		6	6	13	7		11	8	12	7		7	4	17	12			
Total by Full time /Part time	0		0		0	0		0		0	12		20		32	19		19		38	11		29		40		
Total %change year/year			-					-					-					-					-			-	

Note:

1. UW did not submit their regular session graduate enrollment by gender because historically this information was not collected between 1998/99 and 2001/02.

Brandon University	2000-01					2001-02					2002-03 (R)					2003-04					2004/05					2000/01 to 2004/05 Cumulative % Change	
	Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time				
	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	Female	Male
Arts	1	0	7	10	18	1	1	14	8	24	0	0	7	5	12	2	1	6	3	12	1	0	5	8	14	-25.0%	-20.0%
Education	2	3	54	19	78	1	1	50	14	66	0	0	53	16	69	0	0	30	14	44	1	0	59	17	77	7.1%	-22.7%
Music	0	0	2	0	2	2	0	1	0	3	0	0	2	2	4	3	0	1	3	7	0	0	4	4	8	100.0%	-
Total By FT/PT and F/M	3	3	63	29		4	2	65	22		0	0	62	23		5	1	37	20		2	0	68	29		6.1%	-9.4%
Total by Full time /Part time	6		92		98	6		87		93	0		85		85	6		57		63	2		97		99		
Total %change year/year					3.2%			-5.1%					-8.6%					-25.9%					57.1%				

Collège universitaire de Saint-Boniface	2000-01					2001-02					2002-03 (R)					2003-04					2004/05					2000/01 to 2004/05 Cumulative % Change	
	Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time			Full Time		Part Time				
	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	F	M	F	M	Total	Female	Male
Éducation	0	2	43	18	63	0	0	40	17	57	0	0	47	23	70	0	0	35	24	59	0	0	31	19	50	-27.9%	-5.0%
Arts	0	0	0	0	0	0	0	5	3	8	0	0	8	5	13	0	0	3	6	9	0	0	6	4	10	-	-
Total By FT/PT and F/M	0	2	43	18		0	0	45	20		0	0	55	28		0	0	38	30		0	0	37	23		-14.0%	15.0%
Total by Full time /Part time	2		61		63	0		65		65	0		83		83	0		68		68	0		60		60		
Total %change year/year			14.5%					3.2%					27.7%					-18.1%					-11.8%				

CHAPTER 1 - UNIVERSITIES

PART 4

DEGREES GRANTED

1.4 Degrees Granted

1.4.1 Total Degrees Granted

As Table 1.4.1 shows, in the five-year period from 2000 to 2004 the total number of degrees granted by Manitoba's universities fluctuated annually. The number of university degrees granted increased from in 5,343 in 2000 to 6,453 in 2004 – an increase of 1,110 or 20.8%.

Distribution of the total degrees granted by university in 2004 shows; the UM/CUSB granted 71.7%, UW 19.2%, and BU 9.1%.

Table 1.4.1 Total Degrees Granted [1]

	2000	% Change	2001	% Change	2002	% Change	2003	% Change	2004	% Change	Cumulative % Change 2000 to 2004
University of Manitoba [2]	3,883	-3.1%	4,082	5.1%	4,193	2.7%	4,278	2.0%	4,626	8.1%	**19.1%**
University of Winnipeg	1,010	6.1%	1,106	9.5%	966	-12.7%	1,162	20.3%	1,240	6.7%	**22.8%**
Brandon University (revised)	450	-6.3%	490	8.9%	473	-3.5%	560	18.4%	587	4.8%	**30.4%**
Total	**5,343**	**-1.8%**	**5,678**	**6.3%**	**5,632**	**-0.8%**	**6,000**	**6.5%**	**6,453**	**7.6%**	**20.8%**
Collège universitaire de Saint-Boniface	107	12.6%	121	13.1%	123	1.7%	164	33.3%	186	13.4%	**73.8%**

Notes:
1. The reporting of degrees is based on a calendar year (February, May and October graduands).
2. Includes CUSB graduates. CUSB is legally an affiliated college of the UM, and as such, the UM Senate confers degrees. Therefore, CUSB students receive UM degrees and are counted in the UM graduate tables.

1.4.1 (a) Total Degrees Granted by Institutions

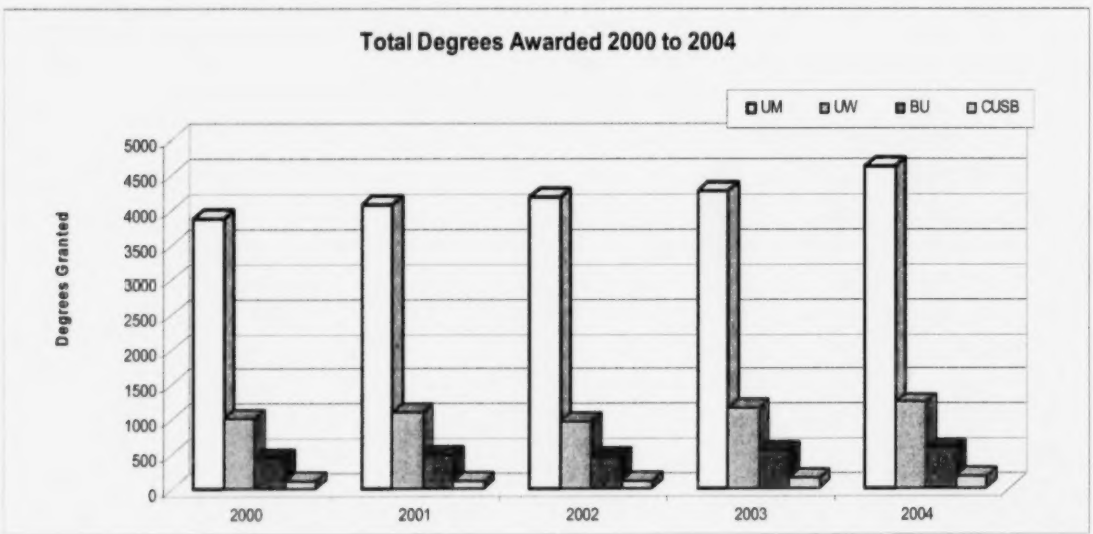
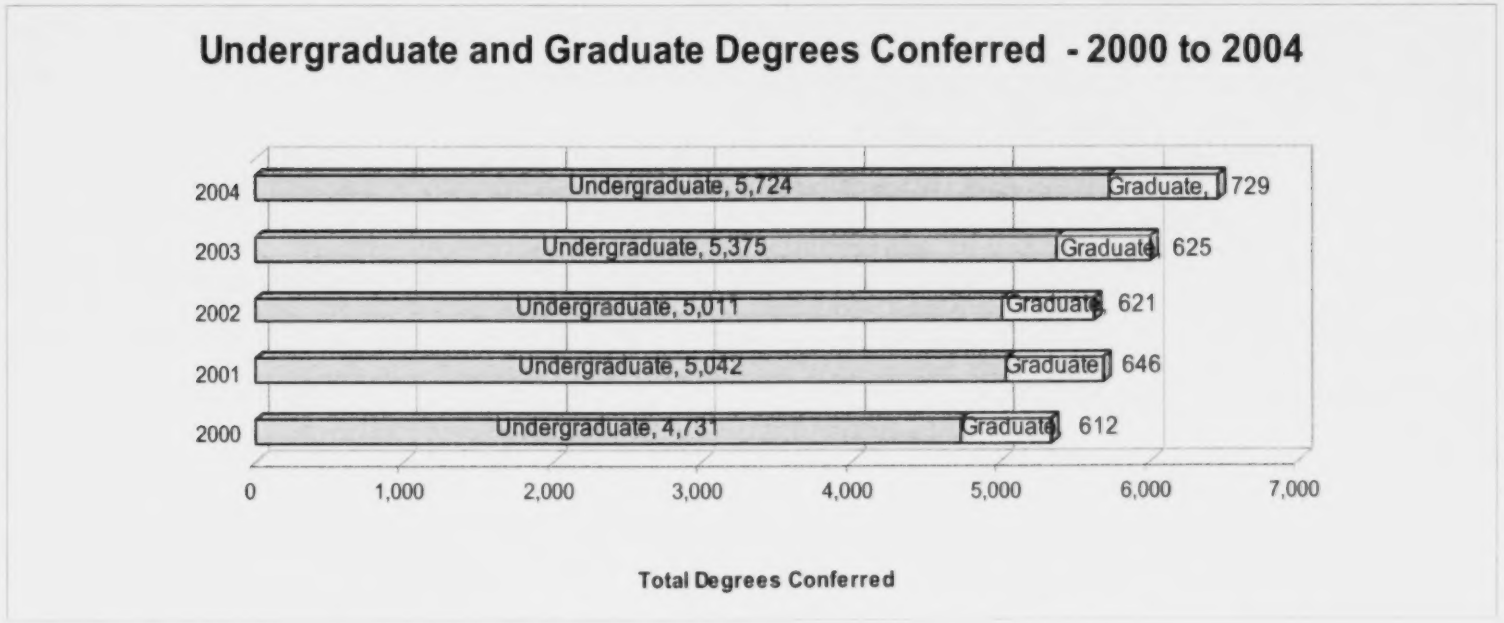


Table 1.4.1 (b) Total Degrees Conferred – Undergraduate and Graduate, All Universities



1.4.2 Undergraduate Degrees and Degrees Granted by Gender

Table 1.4.2 shows, over the five-year period, the number of degrees granted increased by 21.0% (993 graduates).

Of the total undergraduate degrees granted in 2000, 59.0% degrees were granted to women and 41.1% to men. By 2004, the proportion of women receiving undergraduate degrees had increased to 62.9%, while the proportion of men receiving degrees had slipped to 37.1%.

Analysis by gender shows that over the five-year period, the number of women receiving undergraduate degrees increased by 29.0% (808 graduates), while the number of men receiving undergraduate degrees increased only 9.4% (182 graduates).

Table 1.4.2 - Undergraduate Degrees and Degrees Granted by Gender [1]

	2000			2001			2002			2003			2004			Cumulative % change 2000 to 2004	
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
University of Manitoba[2]	1,928	1,420	3,348	2,068	1,470	3,538	2,159	1,484	3,643	2,286	1,444	3,730	2,451	1,558	4,009	27.1%	9.7%
Distribution by Gender & Institution	57.6%	42.4%		58.5%	41.5%		59.3%	40.7%		61.3%	38.7%		61.1%	38.9%			
Distribution by Gender to Total	40.8%	30.0%		41.0%	29.2%		43.0%	29.6%		42.5%	26.9%		42.8%	27.2%			
University of Winnipeg [3]	589	377	966	700	358	1058	599	330	929	731	389	1120	816	380	1196	38.5%	0.8%
Distribution by Gender & Institution	61.0%	39.0%		66.2%	33.8%		64.5%	35.5%		65.3%	34.7%		68.2%	31.8%			
Distribution by Gender to Total	12.4%	8.0%		13.9%	7.1%		11.9%	6.6%		13.6%	7.2%		14.3%	6.6%			
Brandon University (revised)	272	145	417	297	149	446	302	137	439	342	183	525	332	187	519	22.1%	29.0%
Distribution by Gender & Institution	65.2%	34.8%		66.6%	33.4%		68.8%	31.2%		65.1%	34.9%		64.0%	36.0%			
Distribution by Gender to Total	5.7%	3.1%		5.9%	3.0%		6.0%	2.7%		6.4%	3.4%		5.8%	3.3%			
Total [5]	**2,791**	**1,943**	**4,731**	**3,065**	**1,977**	**5,042**	**3,060**	**1,951**	**5,011**	**3,359**	**2,016**	**5,375**	**3,599**	**2,125**	**5,724**	**29.0%**	**9.4%**
Distribution by Gender to Total	**59.0%**	**41.1%**		**60.8%**	**39.2%**		**61.1%**	**38.9%**		**62.5%**	**37.5%**		**62.9%**	**37.1%**			
Collège universitaire de Saint-Boniface[4]	71	29	100	86	29	115	86	33	119	106	42	148	126	46	172	77.5%	58.6%
Distribution by Gender & Institution	71.0%	29.0%		74.8%	25.2%		72.3%	27.7%		71.6%	28.4%		73.3%	26.7%			
Distribution by Gender to Total	1.5%	0.6%		1.7%	0.6%		1.7%	0.7%		2.0%	0.8%		2.2%	0.8%			

Notes:

1. The reporting of degrees is based on a calendar year (February, May and October graduands).
2. Includes CSB graduates.
3. Includes the Theology program.
4. CSB is legally an affiliated college of the UM, and as such, the UM Senate confers degrees. Therefore, CSB students receive UM degrees and are counted in the UM graduate tables.
5. Totals are not equal to those in Table 1.4.1 as gender is self-declared. Not all students report their gender.

Table 1.4.2(a) - Undergraduate Degrees and Degrees Granted by Faculty [1]

University of Manitoba Faculty of School	2000	2001	2002	2003	2004	Cumulative Change 00 to 04
Agricultural & Food Sciences	194	170	159	121	119	-38.7%
Architecture	69	96	77	87	82	18.8%
Arts	700	734	807	926	965	37.9%
Business, Asper School of	323	372	381	403	442	36.8%
Continuing Education	15	9	13	5	30	-
Dental Hygiene	26	25	28	26	26	0.0%
Dentistry	31	21	34	22	33	6.5%
Education	470	548	492	432	493	4.9%
Engineering	205	221	216	156	185	-9.8%
Environment	0	0	0	0	34	-
Human Ecology	93	57	58	60	91	-2.2%
Law	79	88	72	77	96	21.5%
Medicine	102	101	97	100	99	-2.9%
Medicine Rehabilitation	59	55	64	57	82	39.0%
Music	37	38	29	30	21	-43.2%
Nursing	210	183	282	380	377	79.5%
Pharmacy	42	47	48	47	43	2.4%
Physical Education & Recreation Studies	90	80	104	110	108	20.0%
School of Art	71	49	62	59	69	-2.8%
Science	434	526	487	502	483	11.3%
Social Work	98	118	133	130	131	33.7%
Total UM	**3,348**	**3,538**	**3,643**	**3,730**	**4,009**	**19.7%**

University of Winnipeg Faculty of School	2000	2001	2002	2003	2004	Cumulative Change 00 to 04
Arts	619	675	637	730	791	27.8%
Education	142	170	90	177	196	38.0%
Science	205	209	202	210	207	1.0%
Theology	0	4	0	3	2	-
Total UW	**966**	**1,058**	**929**	**1,120**	**1,196**	**23.8%**

Brandon University Faculty of School	2000	2001	2002	2003	2004	Cumulative Change 00 to 04
Arts	96	84	81	118	97	1.0%
Education	155	162	155	176	208	34.2%
FNAC	0	6	11	11	8	-
General Studies	44	71	78	85	85	93.2%
Health Studies	23	25	20	34	28	21.7%
Music	11	17	18	17	11	0.0%
Science	88	81	76	84	82	-6.8%
Total BU	**417**	**446**	**439**	**525**	**519**	**24.5%**

Total Undergraduate Degrees Granted (excludes CSB)	**4,731**	**5,042**	**5,011**	**5,375**	**5,724**	**20.0%**

Collège universitaire de Saint-Boniface Faculty of School	2000	2001	2002	2003	2004	Cumulative Change 00 to 04
Admin. des Affaires	0	0	3	10	18	-
Arts	46	51	62	74	76	65.2%
Éducation	48	45	39	56	57	18.8%
Science	6	19	15	8	21	250.0%
Total CUSB	**100**	**115**	**119**	**148**	**172**	**72.0%**

Table 1.4.2 (b) Undergraduate Degrees Granted by Faculty/Gender

	Female					Male					Total				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
University of Manitoba [1]															
Agricultural & Food Sciences															
Bachelor of Science (Agriculture)	41	37	32	18	23	30	32	30	22	23	71	69	62	40	46
Bachelor of Science (Agribusiness)	8	15	9	11	8	24	15	15	15	18	32	30	24	26	26
Bachelor of Science (Agroecology)	6	6	10	3	1	6	3	2	5	1	12	9	12	8	2
Bachelor of Science (Food Science)	5	6	7	5	2	3	1	4	2	4	8	7	11	7	6
Diploma in Agriculture	12	12	8	4	4	59	43	42	36	35	71	55	50	40	39
Subtotal	**72**	**76**	**66**	**41**	**38**	**122**	**94**	**93**	**80**	**81**	**194**	**170**	**159**	**121**	**119**
Architecture															
Bachelor of Environmental Design	18	36	30	42	53	29	35	36	30	27	47	71	66	72	80
Bachelor of Interior Design	19	23	9	12	1	3	2	2	3	1	22	25	11	15	2
Subtotal	**37**	**59**	**39**	**54**	**54**	**32**	**37**	**38**	**33**	**28**	**69**	**96**	**77**	**87**	**82**
School of Art															
Bachelor of Fine Arts	15	9	10	12	15	7	4	8	7	13	22	13	18	19	28
Bachelor of Fine Arts (Honours)	25	20	26	23	24	19	10	19	12	11	44	30	45	35	35
Bachelor of Fine Arts (Art History)	2	0	0	0	1	0	0	0	1	0	2	0	0	1	1
Bachelor of Fine Arts (Art History, Honours)	0	2	1	0	4	0	1	0	0	0	0	3	1	0	4
Diploma in Art	2	2	0	1	0	1	1	0	3	1	3	3	0	4	1
Subtotal	**44**	**33**	**37**	**36**	**44**	**27**	**16**	**25**	**23**	**25**	**71**	**49**	**62**	**59**	**69**
Arts															
Baccalauréat ès Arts [2]	21	29	32	36	40	12	12	10	4	14	33	41	42	40	54
Baccalauréat ès Arts (Latin-Philosophie) [2]	1	4	1	1	0	3	0	1	0	1	4	4	2	1	1
Bachelor of Arts (specialization)	-	-	-		1	1	-	-		0	0	-	-	-	1	1
Baccalauréat ès Arts (Spec. en Traduction)	6	2	2	6	3	1	1	1	2	1	7	3	3	8	4
Bachelor of Arts	290	319	358	432	434	220	225	240	249	277	510	544	598	681	711
Bachelor of Arts (Advanced)	64	60	61	73	75	31	21	28	41	46	95	81	89	114	121
Bachelor of Arts (Honours)	26	34	35	46	34	22	24	23	26	30	48	58	58	72	64
Bachelor of Arts (Special)	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Certificat de Traduction [2]	2	2	9	7	8	0	1	6	2	1	2	3	15	9	9
Subtotal	**411**	**450**	**498**	**602**	**595**	**289**	**284**	**309**	**324**	**370**	**700**	**734**	**807**	**926**	**965**
Continuing Education															
Diploma in Community Wellness	10	5	11	4	8	5	4	2	1	3	15	9	13	5	11
Diploma in Aboriginal Child & Family Service	-	-	-	-	19	-	-	-	-	0	-	-	-	-	19
Subtotal	**10**	**5**	**11**	**4**	**27**	**5**	**4**	**2**	**1**	**3**	**15**	**9**	**13**	**5**	**30**
Dental Hygiene															
Diploma in Dental Hygiene	**25**	**23**	**28**	**25**	**24**	**1**	**2**	**0**	**1**	**2**	**26**	**25**	**28**	**26**	**26**
Dentistry															
Bachelor of Science (Dentistry)	2	1	5	1	2	3	0	3	1	3	5	1	8	2	5
Doctor of Dental Medicine	10	6	14	8	14	16	14	12	12	14	26	20	26	20	28
Subtotal	**12**	**7**	**19**	**9**	**16**	**19**	**14**	**15**	**13**	**17**	**31**	**21**	**34**	**22**	**33**
Education															
Baccalauréat en Éducation [3]	35	33	25	24	40	7	6	5	15	10	42	39	30	39	50
Bachelor of Education	238	281	225	177	199	98	111	110	82	89	336	392	335	259	288
Diploma Postbaccalauréat [2]	3	6	3	3	3	3	0	6	0	1	6	6	9	3	4
Post-Baccalaureate Certificate [4]	60	93	87	106	39	26	18	31	25	11	86	111	118	131	50
Post-Baccalaureate Diploma [5]	-	-	-	-	86	-	-	-	-	15	-	-	-	-	101
Subtotal	**336**	**413**	**340**	**310**	**367**	**134**	**135**	**152**	**122**	**126**	**470**	**548**	**492**	**432**	**493**
Engineering															
Bachelor of Science Engineering (Bio-systems)	5	6	5	6	5	5	12	7	7	5	10	18	12	13	10
Bachelor of Science Engineering (Civil)	6	12	7	7	6	27	24	28	13	22	33	36	35	20	28
Bachelor of Science Engineering (Computer)	7	7	5	1	5	42	42	47	38	40	49	49	52	39	45
Bachelor of Science Engineering (Electrical)	9	13	8	8	11	29	31	27	21	27	38	44	35	29	38
Bachelor of Science Engineering (Geological)	2	0	0	0	0	0	1	0	0	0	2	1	0	0	0
Bachelor of Science Engineering (Industrial)	6	5	9	3	1	10	11	12	5	3	16	16	21	8	4
Bachelor of Science Engineering (Manufacturing)	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Bachelor of Science Engineering (Mechanical)	8	4	12	9	9	40	53	49	38	50	57	57	61	47	59
Subtotal	**43**	**47**	**46**	**34**	**37**	**152**	**174**	**170**	**122**	**148**	**295**	**221**	**216**	**156**	**185**
Environment															
Bachelor of Arts (Geography)	0	0	0	0	9	0	0	0	0	4	0	0	0	0	13
Bachelor of Arts (Geograph ,Honours)															
Bachelor of Arts (Geography, Advanced)	0	0	0	0	1	0	0	0	0	2	0	0	0	0	3
Bachelor of Env. Sc.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Bachelor of Env. Sc. (Major)	0	0	0	0	4	0	0	0	0	1	0	0	0	0	5
Bachelor of Env. Sc. (Honours)	0	0	0	0	1	0	0	0	0	2	0	0	0	0	3
Bachelor of Env. St. (Major)															
Bachelor of Env. St. (Honours)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Bachelor of Sc. (Geological Sc., Major)	0	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Bachelor of Sc. (Geological Sc., Honours)	0	0	0	0	2	0	0	0	0	2	0	0	0	0	4
Subtotal	**0**	**0**	**0**	**0**	**19**	**0**	**0**	**0**	**0**	**15**	**0**	**0**	**0**	**0**	**34**

Table 1.4.2 (b) con't.	Female					Male					Total				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
University of Manitoba [1]															
Human Ecology															
Bachelor of Human Ecology	86	56	55	35	42	7	1	3	0	1	93	57	58	35	43
Bachelor of Human Nutritional Science	-	-	-	24	44	-	-	-	1	4	-	-	-	25	48
Subtotal	**86**	**56**	**55**	**59**	**86**	**7**	**1**	**3**	**1**	**5**	**93**	**57**	**58**	**60**	**91**
Law															
Bachelor of Laws (LL.B.)	**44**	**38**	**35**	**43**	**53**	**35**	**80**	**37**	**34**	**43**	**79**	**88**	**72**	**77**	**96**
Business, Asper School of															
Bachelor of Commerce (Honours)	153	180	164	178	189	162	192	214	220	236	315	372	378	398	425
B. en Administration des Affaires (B.A.A.)	0	0	1	3	4	0	0	2	1	7	0	0	3	4	11
Certificate in Management	2	0	0	0	0	6	0	0	0	0	8	0	0	0	0
Diploma in Actuarial Studies	0	0	0	0	2	0	0	0	1	1	0	0	0	1	3
Diploma in Actuarial Studies(Advanced)	0	0	0	0	2	0	0	0	0	1	0	0	0	0	3
Subtotal	**155**	**180**	**165**	**181**	**197**	**168**	**192**	**216**	**222**	**245**	**323**	**372**	**381**	**403**	**442**
Medicine Rehabilitation															
Bachelor of Medical Rehabilitation (OT)	26	24	26	26	32	4	3	4	2	3	30	27	30	28	35
Bachelor of Medical Rehabilitation (PT)	18	20	27	23	31	11	8	7	5	9	29	28	34	28	40
Bachelor of Medical Rehabilitation (RT)	0	0	0	1	5	0	0	0	0	2	0	0	0	1	7
Subtotal	**44**	**44**	**53**	**50**	**68**	**15**	**11**	**11**	**7**	**14**	**59**	**55**	**64**	**57**	**82**
Medicine															
Bachelor of Science (Medicine)	7	11	8	10	7	20	18	20	16	17	27	29	28	26	24
Doctor of Medicine	25	24	27	24	35	50	48	42	50	40	75	72	69	74	75
Subtotal	**32**	**35**	**35**	**34**	**42**	**70**	**66**	**62**	**66**	**57**	**102**	**101**	**97**	**100**	**99**
Music															
Bachelor of Music	16	12	10	16	9	4	8	1	1	2	20	20	11	19	11
Bachelor of Music (Composition)	1	0	0	0	0	1	0	2	0	2	2	0	2	0	2
Bachelor of Music (History)	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0
Bachelor of Music (Performance)	10	10	11	8	6	4	7	5	3	2	14	17	16	11	8
Post-Baccalaureate Diploma in Performance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	**28**	**22**	**21**	**26**	**15**	**9**	**16**	**8**	**4**	**6**	**37**	**38**	**29**	**30**	**21**
Nursing															
Bachelor of Nursing (2 year)[2]	62	28	38	36	37	2	1	3	3	2	64	29	41	39	39
Bachelor of Nursing (4 year)	116	133	215	298	306	30	21	26	43	32	146	154	241	341	338
Subtotal	**178**	**161**	**253**	**334**	**343**	**32**	**22**	**29**	**46**	**34**	**210**	**183**	**282**	**380**	**377**
Pharmacy															
Bachelor of Science (Pharmacy)	**23**	**35**	**33**	**37**	**25**	**19**	**12**	**15**	**10**	**18**	**42**	**47**	**48**	**47**	**43**
Physical Education & Recreation Studies															
Bachelor of Exercise & Sport Science	0	4	25	32	25	2	3	13	9	14	2	7	38	41	39
Bachelor of Physical Education	31	28	24	20	20	18	19	15	29	24	49	47	39	49	44
Bachelor of Recreation Studies	31	20	21	14	16	8	6	6	6	9	39	26	27	20	25
Subtotal	**62**	**52**	**70**	**66**	**61**	**28**	**28**	**34**	**44**	**47**	**90**	**80**	**104**	**110**	**108**
Science															
Baccalauréat ès Sciences 2	2	9	10	15	6	2	7	1	7	1	4	16	11	22	6
Baccalauréat ès Sciences (Major) 2	1	1	3	1	1	1	2	1	0	1	2	3	4	1	2
Bachelor of Computer Science (Honours)	3	6	7	1	10	23	42	24	18	26	26	48	31	19	36
Bachelor of Science	76	96	90	107	111	84	96	85	92	98	160	192	175	199	209
Bachelor of Science (Honours)	28	29	30	32	25	28	32	29	38	26	56	61	59	70	51
Bachelor of Science (Major)	96	85	100	72	71	90	121	107	119	108	186	206	207	191	179
Subtotal	**206**	**226**	**240**	**228**	**223**	**229**	**300**	**247**	**274**	**260**	**434**	**526**	**487**	**502**	**483**
Social Work															
Bachelor of Social Work	**98**	**106**	**115**	**113**	**117**	**15**	**12**	**15**	**17**	**14**	**98**	**118**	**133**	**130**	**131**
University of Manitoba Total =	1,928	2,068	2,159	2,286	2,451	1,420	1,470	1,484	1,444	1,558	3,348	3,538	3,643	3,730	4,009

Table 1.4.2 (b) Undergraduate Degrees Granted by Faculty/Gender

	Female					Male					Total				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
University of Winnipeg [1]															
Arts															
Bachelor of Arts	310	351	319	354	420	201	182	173	183	178	511	533	492	537	598
Bachelor of Arts (4 year)	24	35	38	46	49	12	13	21	24	27	36	48	59	70	76
Bachelor of Arts (Honours)	48	65	61	81	83	24	29	25	42	34	72	94	86	123	117
Subtotal	**382**	**451**	**418**	**481**	**552**	**237**	**224**	**219**	**249**	**239**	**619**	**675**	**637**	**730**	**791**
Education [4]															
Bachelor of Education	**109**	**124**	**84**	**122**	**147**	**33**	**46**	**26**	**55**	**49**	**142**	**170**	**90**	**177**	**196**
Science															
Bachelor of Science	58	68	71	69	65	68	44	57	46	44	126	112	128	115	109
Bachelor of Science (4 year)	34	47	29	44	33	38	28	22	25	35	72	75	51	69	68
Bachelor of Science (Honours)	6	10	17	13	18	1	12	6	13	12	7	22	23	26	30
Subtotal	**98**	**125**	**117**	**126**	**116**	**107**	**84**	**85**	**84**	**91**	**205**	**209**	**202**	**210**	**207**
Theology															
Bachelor of Theology	**0**	**0**	**0**	**2**	**1**	**0**	**4**	**0**	**1**	**1**	**0**	**4**	**0**	**3**	**2**
University of Winnipeg Total=	**589**	**700**	**599**	**731**	**816**	**377**	**358**	**330**	**389**	**380**	**966**	**1,058**	**929**	**1,120**	**1,196**
Brandon University [1] **(Revised)**															
Arts															
ADES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bachelor of Arts (3 year)	37	44	10	38	28	23	10	5	21	19	60	54	15	59	47
Bachelor of Arts (3 year Gen.)	0	0	31	9	0	0	0	8	7	0	0	0	39	16	0
Bachelor of Arts (4 year)	4	8	1	9	6	3	3	0	8	9	7	11	1	17	15
Bachelor of Arts (4 year Gen.)	0	0	9	0	5	0	0	3	0	6	0	0	12	0	11
Bachelor of Arts (Specialized)	9	6	4	0	0	7	3	6	0	0	16	9	10	0	0
Bachelor of Business Admin. (4 year)	5	3	0	12	6	8	7	4	14	18	13	10	4	26	24
Subtotal	**55**	**61**	**55**	**68**	**45**	**41**	**23**	**26**	**50**	**52**	**96**	**84**	**81**	**118**	**97**
Science															
ADES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bachelor of Science (3 year)	31	27	4	22	21	23	19	2	20	19	54	46	6	42	40
Bachelor of Science (3 year Gen.)	0	0	26	0	0	0	0	15	0	0	0	0	41	0	0
Bachelor of Science (4 year)	8	6	0	15	5	7	8	1	7	9	15	14	1	22	14
Bachelor of Science (4 year Gen.)	0	0	7	0	0	0	0	3	0	0	0	0	10	0	0
Bachelor of Science (4 year Honours)	0	0	0	8	1	0	0	3	12	0	0	0	3	20	1
Bachelor of Science (Specialized)	10	10	8	0	13	9	11	7	0	14	19	21	15	0	27
Subtotal	**49**	**43**	**45**	**45**	**40**	**39**	**38**	**31**	**39**	**42**	**88**	**81**	**76**	**84**	**82**
Education															
Bachelor of Education (4 year)	83	65	35	26	0	16	17	11	9	0	99	82	46	35	0
Bachelor of Education (After Degree)	33	41	62	66	79	20	30	25	37	37	53	71	87	103	116
Bachelor of General Studies (Conc)	0	5	15	33	66	0	0	2	1	20	0	5	17	34	86
Bachelor of Music/Bachelor of Ed.	2	2	2	3	1	1	2	3	1	5	3	4	5	4	6
Subtotal	**118**	**113**	**114**	**128**	**146**	**37**	**49**	**41**	**48**	**62**	**155**	**162**	**155**	**176**	**208**
Music															
Bachelor of Music (4 year)	6	9	12	8	8	5	5	6	4	2	11	14	18	12	10
Bachelor of Music (Specialized)	0	2	0	4	1	0	1	0	1	0	0	3	0	5	1
Subtotal	**6**	**11**	**12**	**12**	**9**	**5**	**6**	**6**	**5**	**2**	**11**	**17**	**18**	**17**	**11**
Health Studies															
Bachelor of Science Mental Health (2 yr)	0	2	2	3	2	0	0	0	0	0	0	2	2	3	2
Bachelor of Science Nursing (2 year)	8	8	3	12	2	0	0	0	1	0	8	8	3	13	2
Bachelor of Science Psychiatric Nursing (4 year)	15	13	13	13	21	0	2	2	5	3	15	15	15	18	24
Subtotal	**23**	**23**	**18**	**28**	**25**	**0**	**2**	**2**	**6**	**3**	**23**	**25**	**20**	**34**	**28**
General Studies															
Bachelor of General Studies	**21**	**42**	**48**	**53**	**61**	**23**	**29**	**30**	**32**	**24**	**44**	**71**	**78**	**85**	**85**
FNAC															
Bachelor in First Nations Aboriginal Counseling	**0**	**4**	**10**	**8**	**5**	**0**	**2**	**1**	**3**	**2**	**0**	**6**	**11**	**11**	**8**
Brandon University Total=	**272**	**293**	**292**	**334**	**332**	**145**	**147**	**136**	**180**	**187**	**417**	**446**	**439**	**525**	**519**

Table 1.4.2 (b) Undergraduate Degrees Granted by Faculty/Gender

	Female					Male					Total				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Collège universitairede Saint-Boniface [1,5]															
Arts															
Baccalauréat ès Arts (Bachelor of Arts)	28	35	35	47	41	16	13	12	16	17	44	48	47	63	58
Certificat en Traduction (Certification in Translation)	2	2	9	8	15	0	1	6	3	3	2	3	15	11	18
Subtotal	**30**	**37**	**44**	**55**	**56**	**16**	**14**	**18**	**19**	**20**	**46**	**51**	**62**	**74**	**76**
Science															
Baccalauréat ès Sciences (Bachelor of Sciences)	**3**	**10**	**13**	**5**	**16**	**3**	**9**	**2**	**3**	**5**	**6**	**19**	**15**	**8**	**21**
Éducation															
Baccalauréat ès Éducation (Bachelor of Education)	35	33	25	38	39	7	6	5	12	13	42	39	30	50	52
Certificat Postbaccalauréat (Post-Baccalaureate Certificate)	3	6	3	5	4	3	0	6	1	1	6	6	9	6	5
Subtotal	**38**	**39**	**28**	**43**	**43**	**10**	**6**	**11**	**13**	**14**	**48**	**45**	**39**	**56**	**57**
Admin. des Affaires															
Baccalauréat en Administration des Affaires (B.A.A)	**0**	**0**	**1**	**3**	**11**	**0**	**0**	**2**	**7**	**7**	**0**	**0**	**3**	**10**	**18**
Collège universitaire de Saint-Boniface Total	**71**	**86**	**86**	**106**	**126**	**29**	**29**	**33**	**42**	**46**	**100**	**115**	**119**	**148**	**172**
Total Undergraduate Degrees Granted (excludes CUSB)	**2,789**	**3,061**	**3,050**	**3,351**	**3,599**	**1,942**	**1,975**	**1,950**	**2,013**	**2,125**	**4,731**	**5,042**	**5,011**	**5,375**	**5,724**

Notes:

1. The reporting of degrees is based on a calendar year (February, May and October graduands.)
2. CSB Students
3. After 1999, the Bachelor of Nursing degree included the Bachelor of Nursing for Registered Nurses (2yr program) and Baccalaureate Nursing (4 yr program).
4. UW Education students have always graduated from UW, including the early 1990's when the 4th year was taken at U of M.
5. CSB is an affiliated college of U of M. The UM Senate confers degrees. CSB students receive UM degrees and are counted in the UM graduate tables.
6. Post Baccalaureate Certificate changed to Post Baccalaureate Diploma in 2004. Certificate students had the option of changing to the Post Baccalaureate Diploma.

Table 1.4.2 (c) Undergraduate Degrees Granted by University/Faculty/Gender and Distribution

	Female					Male				
University of Manitoba	**2000**	**2001**	**2002**	**2003**	**2004**	**2000**	**2001**	**2002**	**2003**	**2004**
Agricultural & Food Sciences	37%	45%	42%	34%	32%	63%	55%	58%	66%	68%
Architecture	54%	61%	51%	62%	66%	46%	39%	49%	38%	34%
School of Art	62%	67%	60%	61%	64%	38%	33%	40%	39%	36%
Arts	59%	61%	62%	65%	62%	41%	39%	38%	35%	38%
Continuing Education	67%	56%	85%	80%	90%	33%	44%	15%	20%	10%
Dental Hygiene	96%	92%	100%	96%	92%	4%	8%	0%	4%	8%
Dentistry	39%	33%	56%	41%	48%	61%	67%	44%	59%	52%
Education	71%	75%	69%	72%	74%	29%	25%	31%	28%	26%
Engineering	21%	21%	21%	22%	20%	79%	79%	79%	78%	80%
Human Ecology	92%	98%	95%	98%	95%	8%	2%	5%	2%	5%
Law	56%	43%	49%	56%	55%	44%	57%	51%	44%	45%
Business, Asper School of	48%	48%	43%	45%	45%	52%	52%	57%	55%	55%
Medicine Rehabilitation	75%	80%	83%	88%	83%	25%	20%	17%	12%	17%
Medicine	31%	35%	36%	34%	42%	69%	65%	64%	66%	58%
Music	76%	58%	72%	87%	71%	24%	42%	28%	13%	29%
Nursing	85%	88%	90%	88%	91%	15%	12%	10%	12%	9%
Pharmacy	55%	74%	69%	79%	58%	45%	26%	31%	21%	42%
Physical Education & Recreation Studie	69%	65%	67%	60%	56%	31%	35%	33%	40%	44%
Science	47%	43%	49%	45%	46%	53%	57%	51%	55%	54%
Social Work	82%	90%	86%	87%	89%	18%	10%	14%	13%	11%
University of Manitoba Total =	58%	58%	59%	61%	61%	42%	42%	41%	39%	39%
University of Winnipeg										
Arts	62%	67%	66%	66%	70%	38%	33%	34%	34%	30%
Education	77%	73%	71%	69%	75%	23%	27%	29%	31%	25%
Science	48%	60%	58%	60%	56%	52%	40%	42%	40%	44%
Theology	-	0%	-	67%	50%	-	100%	-	33%	50%
University of Winnipeg Total=	**61%**	**66%**	**64%**	**65%**	**68%**	**39%**	**34%**	**36%**	**35%**	**32%**
Brandon University										
Arts	57%	73%	68%	58%	46%	43%	27%	32%	42%	54%
Science	56%	53%	59%	54%	49%	44%	47%	41%	46%	51%
Education	76%	70%	74%	73%	70%	24%	30%	26%	27%	30%
Music	55%	65%	67%	71%	82%	45%	35%	33%	29%	18%
Health Studies	100%	92%	90%	82%	89%	0%	8%	10%	18%	11%
General Studies	48%	59%	62%	62%	72%	52%	41%	38%	38%	28%
FNAC	-	67%	91%	73%	75%	-	33%	9%	27%	25%
Brandon University Total=	**65%**	**66%**	**67%**	**64%**	**64%**	**35%**	**34%**	**33%**	**36%**	**36%**
Collège universitaire de Saint-Boniface										
Arts	65%	73%	71%	74%	74%	35%	27%	29%	26%	26%
Science	50%	53%	87%	63%	76%	50%	47%	13%	38%	24%
Éducation	79%	87%	72%	77%	75%	21%	13%	28%	23%	25%
Admin. des Affaires	-	-	33%	30%	61%	-	-	67%	70%	39%
Collège universitaire de Saint-Boniface Total =	**71%**	**75%**	**72%**	**72%**	**73%**	**29%**	**25%**	**28%**	**28%**	**27%**
Total Undergraduate Degrees Granted (excludes CUSB)	**59%**	**61%**	**61%**	**62%**	**63%**	**41%**	**39%**	**39%**	**38%**	**37%**

1.4.3 Graduate Degrees and Degrees Granted by Gender

The total graduate degrees granted by Manitoba's universities between 2000 and 2004 increased by 117 or 19.1%, as shown in Table 1.4.3. The data also shows that in 2000 women received 326 (53.3%), and men 286 (46.7%) of total graduate degrees granted. In 2004, these proportions increased slightly, women receiving 394 (54.0%), and decreased slightly for men 335 (46.0%) of total graduate degrees granted.

Table 1.4.3 - Graduate Degrees and Degrees Granted by Gender [1]

	2000			2001 Revised			2002			2003			2004			Cumulative % change 2000 to 2004		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
University of Manitoba [2]	273	262	535	275	269	544	277	273	550	289	259	548	320	297	617	17.2%	13.4%	15.3%
Distribution by Gender & Institution	51.0%	49.0%		50.6%	49.4%		50.4%	49.6%		52.7%	47.3%		51.9%	48.1%				
Distribution by Gender to Total	44.6%	42.8%		42.6%	41.6%		44.6%	44.0%		46.2%	41.4%		43.9%	40.7%				
University of Winnipeg [3]	28	16	44	30	18	48	25	12	37	28	14	42	26	18	44	-7.1%	12.5%	0.0%
Distribution by Gender & Institution	63.6%	36.4%		62.5%	37.5%		67.6%	32.4%		66.7%	33.3%		59.1%	40.9%				
Distribution by Gender to Total	4.6%	2.6%		4.6%	2.8%		4.0%	1.9%		4.5%	2.2%		3.6%	2.5%				
Brandon University	25	8	33	32	12	44	24	10	34	24	11	35	48	20	68	92.0%	150.0%	106.1%
Distribution by Gender & Institution	75.8%	24.2%		72.7%	27.3%		70.6%	29.4%		68.6%	31.4%		70.6%	29.4%				
Distribution by Gender to Total	4.1%	1.3%		5.0%	1.9%		3.9%	1.6%		3.8%	1.8%		6.6%	2.7%				
Total [5]	**326**	**286**	**612**	**337**	**299**	**636**	**326**	**295**	**621**	**341**	**284**	**625**	**394**	**335**	**729**	**20.9%**	**17.1%**	**19.1%**
Distribution by Gender to Total	**53.3%**	**46.7%**		**52.2%**	**46.3%**		**52.5%**	**47.5%**		**54.6%**	**45.4%**		**54.0%**	**46.0%**				
Collège universitaire de Saint-Boniface [4]	2	5	7	3	3	6	2	2	4	12	4	16	8	6	14	300.0%	20.0%	100.0%
Distribution by Gender & Institution	28.6%	71.4%		50.0%	50.0%		50.0%	50.0%		75.0%	25.0%		57.1%	42.9%				
Distribution by Gender to Total	0.3%	0.8%		0.5%	0.5%		0.3%	0.3%		1.9%	0.6%		1.1%	0.8%				

Notes:

1. The reporting of degrees is based on a calendar year (February, May and October graduands).
2. Includes CUSB graduates.
3. Includes the Theology program.
4. CUSB is legally an affiliated college of the UM, and as such, the UM Senate confers degrees. Therefore, CUSB students receive UM degrees and are counted in the UM graduate tables.
5. Totals are not equal to those in Table 1.4.1 as gender is self-declared. Not all students report their gender.

Table 1.4.3(a) - Graduate Degrees and Degrees Granted by University/Faculty [1]

University of Manitoba

Faculty of School	2000	2001	2002	2003	2004
Agricultural & Food Sciences	41	41	45	48	40
Architecture	38	41	40	45	52
Arts	90	82	89	97	102
Business, Asper School of	40	58	49	59	40
Dentistry	6	6	4	4	9
Education	52	64	55	71	63
Engineering	51	62	67	53	81
Environment	16	17	16	11	16
Graduate Studies	25	28	28	9	7
Human Ecology	10	11	18	8	13
Law	7	4	1	0	6
Medical Rehabilitation	3	1	3	0	0
Medicine	52	36	35	43	61
Music	0	0	0	1	10
Nursing	13	12	13	14	19
Pharmacy	1	2	5	1	0
Phys. Ed. & Recreation Studies	6	13	7	4	7
Science	58	44	52	51	56
Social Work	26	32	23	29	35
Total UM	**535**	**554**	**550**	**548**	**617**

University of Winnipeg

Faculty of School	2000	2001	2002	2003	2004
Arts	29	35	19	28	32
Graduate Studies	15	13	18	14	12
Total UW	**44**	**48**	**37**	**42**	**44**

Brandon University

Faculty of School	2000	2001	2002	2003	2004
Education	32	40	31	33	56
Music	1	4	2	0	5
Rural Development	0	0	1	2	7
Total BU	**33**	**44**	**34**	**35**	**68**

Total Graduate Degrees Granted (excludes CSB)	**612**	**646**	**621**	**625**	**729**

Collège universitaire de Saint-Boniface [1]

Faculty of School	2000	2001	2002	2003	2004
Arts	-	-	-	-	2
Éducation	7	6	4	16	12
Total CSB	**7**	**6**	**4**	**16**	**14**

Note:

1. CUSB is legally an affiliated college of the UM, and as such, the UM Senate confers degrees. Therefore, CUSB students receive UM degrees and are counted in the UM graduate tables.

Table 1.4.3 (b) Graduate Degrees Granted by University/ Faculty/Gender

	Female					Male					Total				
University of Manitoba	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Agricultural & Food Sciences															
Master of Science (Agriculture)	18	21	13	16	21	17	14	17	20	13	35	35	30	36	34
Ph.D. (Agriculture)	0	0	4	2	0	6	6	11	10	6	6	6	15	12	6
Subtotal	**18**	**21**	**17**	**18**	**21**	**23**	**20**	**28**	**30**	**19**	**41**	**41**	**45**	**48**	**40**
Architecture															
Master of Landscape Arch.	8	3	7	6	8	7	11	9	2	4	15	14	16	8	12
Master of Interior Design	1	1	2	5	1	0	0	0	1	1	1	1	2	6	2
Master of City Planning	5	3	1	3	6	5	7	4	6	7	10	10	5	9	13
Master of Architecture	3	6	2	7	5	9	10	15	15	20	12	16	17	22	25
Master of Facility Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**17**	**13**	**12**	**21**	**20**	**21**	**28**	**28**	**24**	**32**	**38**	**41**	**40**	**45**	**52**
Arts															
Maîtrise es Arts	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Master of Arts	39	41	37	40	33	33	26	32	26	33	72	67	69	66	66
Master of Pulic Administration	12	6	14	8	10	6	10	6	8	5	18	15	20	16	15
Ph.D. (Arts)	0	0	0	7	11	0	0	0	8	11	0	0	0	15	22
Subtotal	**51**	**48**	**51**	**55**	**54**	**39**	**36**	**38**	**42**	**50**	**90**	**82**	**89**	**97**	**104**
Business, Asper School of[3]															
Master of Science (Mgmt)	1	0	0	0	0	3	2	1	0	0	4	2	1	0	0
Ph.D. (Management)	1	0	0	2	0	0	2	0	0	1	1	2	0	2	1
Master of Accountancy[3]	3	0	0	0	0	5	0	0	0	0	8	0	0	0	0
Master of Business Admin.	8	18	17	19	15	19	36	31	38	24	27	54	48	57	39
Subtotal	**13**	**18**	**17**	**21**	**15**	**27**	**40**	**32**	**38**	**25**	**40**	**58**	**49**	**59**	**40**
Dentistry															
Diploma O & MS[1]	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0
Diploma in Penodontics[1]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master of Dentistry (O & MS)	0	0	0	0	0	0	1	0	1	1	0	1	0	1	1
Master of Dentistry (Peno.)	0	0	0	0	1	0	2	0	1	2	0	2	0	1	3
Master of Science (Dentistry)	1	0	0	0	0	3	3	4	2	3	4	3	4	2	3
Ph.D. (Dentistry)	0	0	0	0	1	1	0	0	0	1	1	0	0	0	2
Subtotal	**1**	**0**	**0**	**0**	**2**	**5**	**6**	**4**	**4**	**7**	**6**	**6**	**4**	**4**	**9**
Education															
Maîtrise en Éducation[2]	2	3	2	12	11	5	3	2	4	4	7	6	4	16	15
Master of Education	32	31	33	39	33	11	23	10	11	15	43	54	43	50	48
Ph.D. (Education)	1	4	5	3	0	1	0	3	2	0	2	4	8	5	0
Subtotal	**35**	**38**	**40**	**54**	**44**	**17**	**26**	**15**	**17**	**19**	**52**	**64**	**55**	**71**	**63**
Engineering															
Ph.D. (Engineering)	2	2	2	1	3	13	16	11	5	12	15	18	13	6	15
Master of Engineering	1	1	0	2	0	3	3	6	2	2	4	4	6	4	2
Master of Science (Eng.)	7	12	6	8	20	25	28	42	35	44	32	40	48	43	64
Subtotal	**10**	**15**	**8**	**11**	**23**	**41**	**47**	**59**	**42**	**58**	**51**	**62**	**67**	**53**	**81**
Environment															
M.Sc (Geological Sc.)	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Master of Environment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Master of Natural Resources Management	8	8	8	3	7	8	9	7	6	4	16	17	15	9	11
Ph.D. (Natural Res.& Environ)[4]	0	0	1	1	0	0	0	0	1	0	0	0	1	2	0
Ph.D. (Geological Sc.)	-	-	-	-	0	-	-	-	-	1	-	-	-	-	1
Ph.D. (Geography)	-	-	-	-	0	-	-	-	-	1	-	-	-	-	1
Subtotal	**8**	**8**	**9**	**4**	**10**	**8**	**9**	**7**	**7**	**6**	**16**	**17**	**16**	**11**	**16**

Table 1.4.3 (b) Graduate Degrees Granted by University/ Faculty/Gender

University of Manitoba	Female					Male					Total				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Graduate Studies															
Master of (Disability Studies)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ph.D. (Interdisciplinary)	6	5	1	4	2	1	4	0	1	2	7	9	1	5	4
Ph.D. (Human Nutritional Sc.)	1	1	1	0	1	0	0	0	1	0	1	1	1	1	1
Master of Science (Interdisc.)	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0
Master of Arts (Interdisc.)	0	2	5	0	2	0	0	0	0	0	0	2	5	0	2
Master of Public Admin.	10	9	16	3	0	7	6	5	0	0	17	15	21	3	0
Subtotal	**17**	**18**	**23**	**7**	**5** 0	**8**	**10**	**5**	**2**	**2**	**25**	**28**	**28**	**9**	**7**
Human Ecology															
Master of Science (H.E.)	**10**	**10**	**18**	**6**	**12**	**0**	**1**	**0**	**0**	**1**	**10**	**11**	**18**	**6**	**13**
Law															
Master of Laws (LL.M.)	**2**	**2**	**1**	**0**	**4**	**5**	**2**	**0**	**0**	**2**	**7**	**4**	**1**	**0**	**6**
Medical Rehabilitation															
Master of Occupational Therapy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Master of Science (Medical Rehabilitation)	2	1	3	0	0	1	0	0	0	0	3	1	3	0	0
Subtotal	**2**	**1**	**3**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**3**	**1**	**3**	**0**	**0**
Medicine															
Master of Science (Medicine)	13	16	14	20	24	17	6	10	12	19	30	22	24	32	43
Ph.D. (Medicine)	8	8	5	6	12	14	6	6	5	6	22	14	11	11	18
Subtotal	**21**	**24**	**19**	**26**	**36**	**31**	**12**	**16**	**17**	**25**	**52**	**36**	**35**	**43**	**61**
Music															
Master of Music	**0**	**0**	**0**	**1**	**2**	**0**	**0**	**0**	**0**	**8**	**0**	**0**	**0**	**1**	**10**
Nursing															
Master of Nursing	**13**	**11**	**12**	**14**	**19**	**0**	**1**	**1**	**0**	**0**	**13**	**12**	**13**	**14**	**19**
Pharmacy															
Master of Science (Pharmacy)	0	1	2	1	0	1	1	1	0	0	1	2	3	1	0
Ph.D. (Pharmacy)	0	0	1	0	0	0	0	1	0	0	0	0	2	0	0
Subtotal	**0**	**1**	**3**	**1**	**0**	**1**	**1**	**2**	**0**	**0**	**1**	**2**	**5**	**1**	**0**
Phys. Ed. & Recreation Studies															
Master of Science (Phys. Ed)	5	8	4	1	5	1	4	0	3	0	6	12	4	4	5
Master of Arts (Rec. Studies)[1]	0	1	2	0	0	0	0	1	0	0	0	1	3	0	0
Subtotal	**5**	**9**	**6**	**1**	**5**	**1**	**4**	**1**	**3**	**0**	**6**	**13**	**7**	**4**	**5**
Science															
Master of Science	21	9	13	22	15	22	18	24	16	26	43	27	37	38	41
Master of Mathematical, Computational & Statistical Sc[2]	0	5	0	0	0	0	1	0	0	0	0	6	0	0	0
Ph.D (Science)	4	0	7	3	4	11	11	8	10	11	15	11	15	13	15
Subtotal	**25**	**14**	**20**	**25**	**19**	**33**	**30**	**32**	**26**	**37**	**58**	**44**	**52**	**51**	**56**
Social Work															
Master of Social Work	**25**	**26**	**18**	**22**	**29**	**1**	**6**	**5**	**7**	**6**	**26**	**32**	**23**	**29**	**35**
University of Manitoba Total =	**273**	**275**	**277**	**289**	**320**	**262**	**279**	**273**	**259**	**297**	**535**	**554**	**550**	**548**	**617**

Table 1.4.3 (b) Graduate Degrees Granted by University/ Faculty/Gender

	Female					Male					Total				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
University of Winnipeg															
Arts															
Master of Arts	10	8	6	6	5	3	5	3	2	5	13	13	9	8	10
Master of Sacred Theology	1	1	0	1	3	2	0	1	3	0	3	1	1	4	3
Master of Arts (Theology)	0	0	0	3	1	0	0	0	1	1	0	0	0	4	2
Master of Marriage & Family Therapy	5	9	3	7	5	2	2	0	1	0	7	11	3	8	5
Master of Divinity	4	4	3	4	5	2	6	3	0	7	6	10	6	4	12
Subtotal	**20**	**22**	**12**	**21**	**19**	**9**	**13**	**7**	**7**	**13**	**29**	**35**	**19**	**28**	**32**
Graduate Studies															
Master of Public Administration	**8**	**8**	**13**	**7**	**7**	**7**	**5**	**5**	**7**	**5**	**15**	**13**	**18**	**14**	**12**
University of Winnipeg Total =	**28**	**30**	**25**	**28**	**26**	**16**	**18**	**12**	**14**	**18**	**44**	**48**	**37**	**42**	**44**
Brandon University															
Education															
Bachelor of Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master of Education	6	4	6	9	28	1	5	4	2	15	7	9	10	11	43
Graduate Diploma	18	25	15	15	13	7	6	6	7	0	25	31	21	22	13
Subtotal	**24**	**29**	**21**	**24**	**41**	**8**	**11**	**10**	**9**	**15**	**32**	**40**	**31**	**33**	**56**
Music															
Master of Music	**1**	**3**	**2**	**0**	**3**	**0**	**1**	**0**	**0**	**2**	**1**	**4**	**2**	**0**	**5**
Rural Development															
Graduate Diploma (R.D.)	0	0	1	0	3	0	0	0	2	1	0	0	1	2	4
M. RD	-	-	-	-	1	-	-	-	-	2	-	-	-	1	3
Subtotal	**0**	**0**	**1**	**0**	**4**	**0**	**0**	**0**	**2**	**3**	**0**	**0**	**1**	**3**	**7**
Brandon University Total =	**25**	**32**	**24**	**24**	**48**	**8**	**12**	**10**	**11**	**20**	**33**	**44**	**34**	**35**	**68**
Collège universitaire de Saint-Boniface															
Arts															
Maîtrise en Arts	-	-	-	-	1	-	-	-	-	1	-	-	-	-	2
Education															
Maîtrise en Éducation	**2**	**3**	**2**	**12**	**7**	**5**	**3**	**2**	**4**	**5**	**7**	**6**	**4**	**16**	**12**
Collège universitaire de Saint-Boniface Total =	**2**	**3**	**2**	**12**	**7**	**5**	**3**	**2**	**4**	**5**	**7**	**6**	**4**	**16**	**12**
Total Graduate Degrees Granted =	**338**	**337**	**328**	**341**	**384**	**286**	**369**	**295**	**284**	**335**	**612**	**646**	**621**	**625**	**729**

Note: The reporting of degrees is based on a calendar year (February, May and October graduands) and does not include honorary degrees.

1. The Master of Dentistry replaces the Diploma in Periodontics and Diploma in O&MS in 2001.
2. CSB students.
3. Master of Accountancy was discontinued in 200/01.
4. In prior year the Ph.D program was offered through the Department of Graduate Studies (interdisciplinary).
5. Program leading the Master of Arts in Recreation Studies new in 1999/00.
6. Program leading to Master in Mathematical, Computational and Statistical Sciences new in Summer 2001.
7. Faculty of Management renamed Asper of School of Business.

Table 1.4.3 (c) Graduate Degrees Granted by Gender Distribution/University/Faculty

	Female					Male				
University of Manitoba	**2000**	**2001**	**2002**	**2003**	**2004**	**2000**	**2001**	**2002**	**2003**	**2004**
Agricultural & Food Sciences	44%	51%	38%	38%	53%	56%	49%	62%	63%	48%
Architecture	45%	32%	30%	47%	38%	55%	68%	70%	53%	62%
Arts	57%	56%	57%	57%	52%	43%	44%	43%	43%	48%
Business, Asper School of	33%	31%	35%	36%	38%	68%	69%	65%	64%	63%
Dentistry	17%	0%	0%	0%	22%	83%	100%	100%	100%	78%
Education	67%	59%	73%	76%	70%	33%	41%	27%	24%	30%
Engineering	20%	24%	12%	21%	28%	80%	76%	88%	79%	72%
Enviornment	50%	47%	56%	36%	63%	50%	53%	44%	64%	38%
Graduate Studies	68%	64%	82%	78%	71%	32%	36%	18%	22%	29%
Human Ecology	100%	91%	100%	100%	92%	0%	9%	0%	0%	8%
Law	29%	50%	100%	-	67%	71%	50%	0%	-	33%
Medical Rehabilitation	67%	100%	100%	-	-	33%	0%	0%	-	-
Medicine	40%	67%	54%	60%	59%	60%	33%	46%	40%	41%
Music	-	-	-	100%	20%	-	-	-	0%	80%
Nursing	100%	92%	92%	100%	100%	0%	8%	8%	0%	0%
Pharmacy	0%	50%	60%	100%	-	100%	50%	40%	0%	-
Phys. Ed. & Recreation Studies	83%	69%	86%	25%	100%	17%	31%	14%	75%	0%
Science	43%	32%	38%	49%	34%	57%	68%	62%	51%	66%
Social Work	96%	81%	78%	76%	83%	4%	19%	22%	24%	17%
University of Manitoba Total =	**51%**	**50%**	**50%**	**53%**	**52%**	**49%**	**50%**	**50%**	**47%**	**48%**
University of Winnipeg										
Arts	69%	63%	63%	75%	59%	31%	37%	37%	25%	41%
Graduate Studies	53%	62%	72%	50%	58%	47%	38%	28%	50%	42%
University of Winnipeg Total =	**64%**	**63%**	**68%**	**67%**	**59%**	**36%**	**38%**	**32%**	**33%**	**41%**
Brandon University										
Education	75%	73%	68%	73%	73%	25%	28%	32%	27%	27%
Music	100%	75%	100%	-	60%	0%	25%	0%	-	40%
Rural Development	-	-	100%	0%	57%	-	-	0%	100%	43%
Brandon University Total =	**76%**	**73%**	**71%**	**69%**	**71%**	**24%**	**27%**	**29%**	**31%**	**29%**
Collège universitaire de Saint-Boniface										
Arts	-	-	-	-	50%	-	-	-	-	50%
Éducation	29%	50%	50%	75%	58%	71%	50%	50%	25%	42%
Collège universitaire de Saint-Boniface Total =	**29%**	**50%**	**50%**	**75%**	**58%**	**71%**	**50%**	**50%**	**25%**	**42%**

CHAPTER 2 –COLLEGES

CHAPTER 2 – COLLEGES

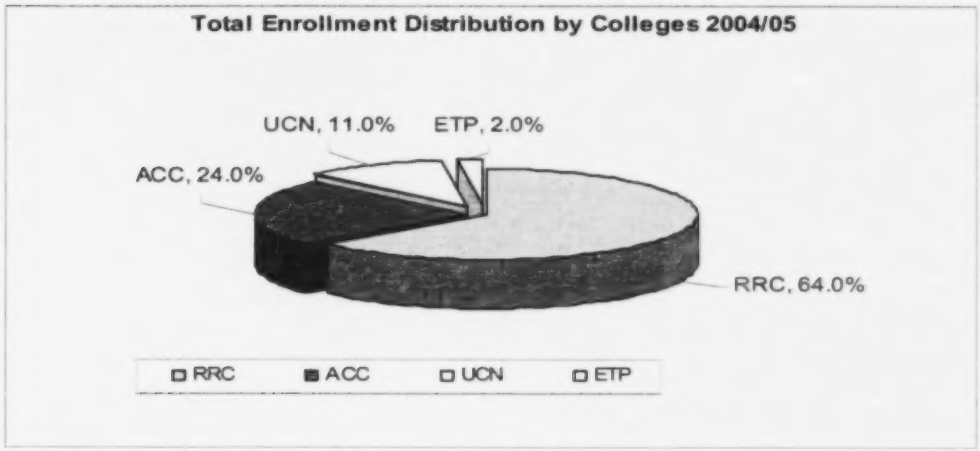
2.0 Background

The data in this chapter report on community college activity for the five year period between 2000/01 and 2004/05. Keewatin Community College (KCC) is now University College of the North (UCN) which began operation in the 2004/05 fiscal year. The other institutions that are included in this section are Red River College (RRC), Assiniboine Community College (ACC) and Éole technique et professionnelle (ETP), the community college division of College de Saint Boniface.

2.1 Enrollment

College enrollment data are collected and reported in conjunction with Statistics Canada reporting methods. Data are reported annually as of August 31.

In 2000/01, distribution of total enrollment in colleges in Manitoba was: RRC (67%), ACC (22%), UCN (10%), and ÉTP (1%). By 2004/05, these distributions had shifted slightly, with RRC accounting for (64.0%) of the total college population, while ACC accounted for (24%), UCN (11%) and ETP (2%).



Enrollment Distribution by College

	2000/01	2001/02	2002/03	2003/04	2004/05
RRC	67%	66%	66%	66%	64%
ACC	22%	21%	22%	22%	24%
UCN	10%	11%	10%	10%	11%
ETP	1%	1%	1%	2%	2%

2.1.1 Enrollment by College

As Table 2.1.1 illustrates, the colleges' enrollment increased steadily between 2000/01 and 2004/05. In the five year period, overall enrollment increased by 2,339 students (or 19.3%).

Enrollment on a full-time basis accounted for 86.1% of total enrollment in 2004/05. This is a decline of 8.7% from 2000/01, when full-time enrollment accounted for 94.8% of total enrollment.

In addition, full-time enrollment increased 8.4% (or 966 students) between 2000/01 and 2004/05. While total part-time enrollment more than doubled by 1,373 students (or 218.3%) in the same five-year period.

Table 2.1.1 - Enrollment by College (Full & Part Time)

	2000/01	% change	2001/02	% change	2002/03	% change	2003/04	% change	2004/05	% change	% cumulative change 2000/01 to 2004/05
Red River College (RRC)											
FT	7,908	8%	8,378	6%	8,819	5%	9,327	6%	9,099	-2%	15.1%
PT	237	32%	269	14%	179	-33%	185	3%	98	-47%	-58.6%
Total	**8,145**	**9%**	**8,647**	**6%**	**8,998**	**4%**	**9,512**	**6%**	**9,197**	**-3%**	**12.9%**
FTE	5,692	10%	6,003	5%	6,523	9%	6,909	6%	6,629	-4%	16.5%
Assiniboine Community College (ACC)											
FT	2,402	19%	2,512	5%	2,366	-6%	2,300	-3%	2,347	2%	-2.3%
PT	230	-24%	238	3%	675	184%	912	35%	1,106	21%	380.9%
Total	**2,632**	**13%**	**2,750**	**4%**	**3,041**	**11%**	**3,212**	**6%**	**3,453**	**8%**	**31.2%**
FTE	1,327	-4%	1,303	-2%	1,350	4%	1,356	0%	1,354	0%	2.0%
Univesity College of the North (UCN)[4]											
FT	1,021	2%	990	-3%	915	-8%	924	1%	763	-17%	-25.3%
PT	139	46%	479	245%	419	-13%	520	24%	784	51%	464.0%
Total	**1,160**	**6%**	**1,469**	**27%**	**1,334**	**-9%**	**1,444**	**8%**	**1,547**	**7%**	**33.4%**
FTE	599	22%	702	17%	685	-2%	775	13%	774	0%	29.2%
École technique et professionelle (ETP)											
FT	152	19%	163	7%	171	5%	213	25%	240	13%	57.9%
PT	23	10%	21	-9%	32	52%	35	9%	14	-60%	-39.1%
Total	**175**	**17%**	**184**	**5%**	**203**	**10%**	**248**	**22%**	**254**	**2%**	**45.1%**
FTE	159	19%	169	6%	180	7%	223	24%	244	9%	53.5%
Total College											
FT	11,483	10%	12,043	5%	12,271	2%	12,764	4%	12,449	-2%	8.4%
PT	629	5%	1,007	60%	1,305	30%	1,652	27%	2,002	21%	218.3%
Total	**12,112**	**10%**	**13,050**	**8%**	**13,576**	**4%**	**14,416**	**6%**	**14,451**	**0.2%**	**19.3%**
FTE	7,777	9%	8,177	5%	8,738	7%	9,263	6%	9,001	-3%	15.7%

Notes:
1. Census Date: End of the academic year.
2. Includes students enrolled in regular programs, apprenticeship and studying full time at regional Centres.
3. FTE = (total academic hours+(total Practicum hours/3))/900 academic equivalent hours or 180 training days. FTE figures are calculated and provided by institutions.
4. Formerly known as the Keewatin Community College

2.1.2 Enrollment by Gender

In general, based on the data in Table 2.1.2, males comprised 53.2% of total enrollment where as females are 46.8% of total enrollment.

Table 2.1.2 - Enrollment by Gender (Full and Part Time)

	Full Time					Part Time					Total				
Red River College	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05
Male	4,522	4,910	5,001	5,294	5,147	77	83	78	54	38	4,599	4,993	5,079	5,348	5,185
Female	2,917	3,250	3,535	3,660	3,587	156	178	97	124	60	3,073	3,428	3,632	3,784	3,647
Unknown1	469	218	283	373	365	4	8	4	7	0	473	226	287	380	365
RRC Total	**7,908**	**8,378**	**8,819**	**9,327**	**9,099**	**237**	**269**	**179**	**185**	**98**	**8,145**	**8,647**	**8,998**	**9,512**	**9,197**
% change	**8.3%**	**5.9%**	**5.3%**	**5.8%**	**-2.4%**	**32.4%**	**13.5%**	**-33.5%**	**3.4%**	**-47.0%**	**8.8%**	**6.2%**	**4.1%**	**5.7%**	**-3.3%**
Assiniboine Community College [2 (Revised)]															
Male	-	1,180	1,153	1,164	1,228	-	58	179	241	272	1,156	1,238	1,332	1,405	1,500
Female	-	1,209	1,203	1,128	1,116	-	180	486	664	827	1,459	1,389	1,689	1,792	1,943
Unknown [1]	-	123	10	8	3	-	0	10	7	7	17	123	20	15	10
ACC Total	**-**	**2,512**	**2,366**	**2,300**	**2,347**	**-**	**238**	**675**	**912**	**1,106**	**2,632**	**2,750**	**3,041**	**3,212**	**3,453**
% change	**-**	**-**	**-5.8%**	**-2.8%**	**2.0%**	**-**	**-**	**183.6%**	**35.1%**	**21.3%**	**13.4%**	**4.5%**	**10.6%**	**5.6%**	**7.5%**
University College of the North [3]															
Male	557	508	484	470	421	55	237	147	176	279	612	745	631	646	700
Female	462	481	430	453	342	84	236	272	344	505	546	717	702	797	847
Unknown [1]	2	1	1	1	0	0	3	0	0	0	2	4	1	1	0
UCN Total	**1,021**	**990**	**915**	**924**	**763**	**139**	**476**	**419**	**520**	**784**	**1,160**	**1,466**	**1,334**	**1,444**	**1,547**
% change	**2.2%**	**-3.0%**	**-7.6%**	**1.0%**	**-17.4%**	**46.3%**	**242.4%**	**-12.0%**	**24.1%**	**50.8%**	**6.0%**	**26.4%**	**-9.0%**	**8.2%**	**7.1%**
École technique et professionelle															
Male	63	81	85	93	99	10	5	8	10	7	73	86	93	103	106
Female	89	82	86	120	141	13	16	24	25	7	102	98	110	145	148
Unknown [1]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ETP Total	**152**	**163**	**171**	**213**	**240**	**23**	**21**	**32**	**35**	**14**	**175**	**184**	**203**	**248**	**254**
% change	**18.8%**	**7.2%**	**4.9%**	**24.6%**	**12.7%**	**9.5%**	**-8.7%**	**52.4%**	**9.4%**	**-60.0%**	**17.4%**	**5.1%**	**10.3%**	**22.2%**	**2.4%**
College Total															
Male	-	6,679	6,723	7,021	6,895	-	383	412	481	596	6,440	7,062	7,135	7,502	7,491
Female	-	5,022	5,254	5,361	5,186	-	610	879	1,157	1,399	5,180	5,632	6,133	6,518	6,585
Unknown [1]	-	342	294	382	368	-	11	14	14	7	492	353	308	396	375
College Total	**-**	**12,043**	**12,271**	**12,764**	**12,449**	**-**	**1,004**	**1,305**	**1,652**	**2,002**	**12,112**	**13,047**	**13,576**	**14,416**	**14,451**
% change	**-**	**-**	**1.9%**	**4.0%**	**-2.5%**	**-**		**30.0%**	**26.6%**	**21.2%**	**0**	**0**	**4.1%**	**6.2%**	**0.2%**

Notes:

1. Unknown status arises from incomplete records at the colleges.
2. Due to information system constraints, separate figures for full and part time enrollment are not available for 1998/99 to 2000/01.
3. Formerly known as the Keewatin Community College

Table 2.1.2 (a) illustrates that from 2000/01 to 2004/05, ACC, UCN and ETP tended to have a higher percentage of female students, where as RRC has majority of male students at 58.7% of the overall college population.

Table 2.1.2 (a) College Enrollment by Gender and % Distribution - Full-time and Part-time

College [1]	Female					Male					Total				
	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05
Red River College	3,073	3,428	3,632	3,784	3,647	4,599	4,993	5,079	5,348	5,185	7,672	8,421	8,711	9,132	8,832
% increase	16.5%	11.6%	6.0%	4.2%	-3.6%	9.3%	8.6%	1.7%	5.3%	-3.0%	12.1%	9.8%	3.4%	4.8%	-3.3%
% Gender Distribution to Total	40.1%	40.7%	41.7%	41.4%	41.3%	59.9%	59.3%	58.3%	58.6%	58.7%	100.0%	100.0%	100.0%	100.0%	100.0%
Assiniboine Community College [2]	-	1,389	1,699	1,792	1,943	-	1,238	1,332	1,405	1,500	2,615	2,627	3,021	3,197	3,443
% increase	-	-	21.6%	6.1%	8.4%	-	-	7.6%	5.5%	6.8%	14.6%	0.5%	15.0%	5.8%	7.7%
% Gender Distribution	-	52.9%	55.9%	56.1%	56.4%	-	47.1%	44.1%	43.9%	43.6%	-	100.0%	100.0%	100.0%	100.0%
University College of the North [3]	546	717	702	797	847	612	745	631	646	700	1,158	1,462	1,333	1,443	1,547
% increase	8.1%	31.3%	-2.1%	13.5%	6.3%	4.8%	21.7%	-15.3%	2.4%	8.4%	6.3%	26.3%	-8.8%	8.3%	7.2%
% Gender Distribution	47.2%	49.0%	52.7%	55.2%	54.8%	52.8%	51.0%	47.3%	44.8%	45.2%	100.0%	100.0%	100.0%	100.0%	100.0%
Ecole technique et professionelle	102	98	110	145	148	73	86	93	103	106	175	184	203	248	254
% increase	18.6%	-3.9%	12.2%	31.8%	2.1%	15.9%	17.8%	8.1%	10.8%	2.9%	17.4%	5.1%	10.3%	22.2%	2.4%
% Gender Distribution	58.3%	53.3%	54.2%	58.5%	58.3%	41.7%	46.7%	45.8%	41.5%	41.7%	100.0%	100.0%	100.0%	100.0%	100.0%
College Total	-	5,632	6,133	6,518	6,585	-	7,062	7,135	7,502	7,491	11820	12,694	13,268	14,020	14,076
% increase	-	-	8.9%	6.3%	1.0%	-	-	1.0%	5.1%	-0.1%	12.1%	9.2%	4.5%	5.7%	0.4%
% Gender Distribution to Total	-	44.4%	46.2%	46.5%	46.8%	-	55.6%	53.8%	53.5%	53.2%	-	100.0%	100.0%	100.0%	100.0%

Note:

1. Unknown status arises from incomplete records. Above comparison excludes "Unknown" count of students.
2. ACC unable to separate full/part time enrollment data prior to 2000/01.
3. Formerly known as Keewatin Community College

As shown in Table 2.1.3, 48% of students attended part time are 24 years old age or younger.

Table 2.1.3 - Enrollment by Age

College [1 & 2]	Full Time					Part Time					Total				
	00/01	01/02	02/03	03/04	04/05	00/01	01/02	02/03	03/04	04/05	00/01	01/02	02/03	03/04	04/05
Red River College															
<18	10	14	16	30	36	0	0	0	0	0	10	14	16	30	36
18-21	2,413	2,304	2,381	2,601	2,516	24	18	16	65	9	2,437	2,322	2,397	2,666	2,525
22-24	1,390	1,447	1,499	1,583	1,521	25	31	20	25	6	1,415	1,478	1,519	1,608	1,527
25-28	1,053	1,138	1,191	1,268	1,301	42	48	22	18	14	1,095	1,186	1,213	1,281	1,315
29-35	1,031	1,176	1,178	1,255	1,239	55	50	40	27	24	1,086	1,226	1,218	1,276	1,263
>35	1,085	1,162	1,327	1,375	1,399	81	19	76	36	36	1,166	1,181	1,403	1,400	1,435
Unknown	926	1,137	1,227	1,239	1,087	10	103	5	14	9	936	1,240	1,232	1,253	1,096
RRC Total	**7,908**	**8,378**	**8,819**	**9,351**	**9,099**	**237**	**269**	**179**	**185**	**98**	**8,145**	**8,647**	**8,998**	**9,512**	**9,197**
Avg. Age	**27**	**27**	**27**	**26**	**27**	**33**	**34**	**34**	**31**	**34**					
% change	**6%**	**6%**	**5%**	**6%**	**-3%**	**49%**	**14%**	**-33%**	**3%**	**-47%**	**9%**	**6%**	**4%**	**6%**	**-3%**
% distribution Full vs. Part time	**97%**	**97%**	**98%**	**98%**	**99%**	**3%**	**3%**	**2%**	**2%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**
Assiniboine Community College [3]															
<18	57	1	48	3	53						57	1	48	3	**53**
18-21	908	757	798	802	802						908	757	798	802	**802**
22-24	426	500	514	553	604						426	500	514	553	**604**
25-28	322	417	464	461	546						322	417	464	461	**546**
29-35	370	424	496	528	609						370	424	496	528	**609**
>35	485	594	677	696	755						485	594	677	696	**755**
Unknown	64	57	45	43	42						64	57	45	43	**42**
ACC Total	**2,632**	**2,750**	**3,042**	**3,086**	**3,411**						**2,632**	**2,750**	**3,042**	**3,086**	**3,411**
Avg. Age	**26**	**29**	**28**	**27**	**27**										
% change	**13%**	4%	11%	1%	11%						**13%**	4%	11%	1%	11%
University College of the North [4]															
<18	10	12	24	23	23	0	46	45	113	63	10	58	69	136	86
18-21	209	181	180	237	156	23	132	106	126	214	232	313	286	363	370
22-24	174	157	137	145	127	25	62	58	51	127	199	219	195	196	254
25-28	170	167	162	165	127	21	66	55	47	110	191	233	217	212	237
29-35	234	223	185	188	186	31	61	71	71	140	265	284	256	259	326
>35	177	178	175	132	138	39	110	82	106	125	216	288	257	238	263
Unknown	47	72	52	34	6	0	2	2	6	5	47	74	54	40	11
UCN Total	**1,021**	**990**	**915**	**924**	**763**	**139**	**479**	**419**	**520**	**784**	**1,160**	**1,469**	**1,334**	**1,444**	**1,547**
Avg. Age	**28**	**28**	**28**	**28**		**29**	**26**	**26**	**26**	**27**					
% change	**2%**	**-3%**	**-8%**	**1%**	**-17%**	**46%**	**245%**	**-13%**	**24%**	**51%**	**6%**	**27%**	**-9%**	**8%**	**7%**
% distribution Full vs. Part time	**88%**	**67%**	**69%**	**64%**	**49%**	**12%**	**33%**	**31%**	**36%**	**51%**	**100%**	**100%**	**100%**	**100%**	**100%**
École technique et professionnelle															
<18	6	3	2	14	16	1	0	0	14	7	7	3	2	28	23
18-21	115	111	118	95	112	15	0	0	2	2	130	111	118	97	114
22-24	19	21	22	40	35	2	0	2	3	2	21	21	24	43	37
25-28	5	9	12	23	27	2	0	3	2	1	7	9	15	25	28
29-35	5	10	9	34	32	1	6	8	5	2	6	16	17	39	34
>35	2	9	8	7	18	2	15	19	9	0	4	24	27	16	18
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EPT Total	**152**	**163**	**171**	**213**	**240**	**23**	**21**	**32**	**35**	**14**	**175**	**184**	**203**	**248**	254
Avg. Age	**18**	**19**	**19**	**23**	**22**	**18**	**31**	**33**	**26**	**28**					
% change	19%	7%	5%	25%	13%	10%	-9%	52%	9%	-60%	17%	5%	10%	22%	2%
% distribution Full vs. Part time	**87%**	**89%**	**84%**	**86%**	**94%**	**13%**	**11%**	**16%**	**14%**	**6%**	**100%**	**100%**	**100%**	**100%**	**100%**
Total College															
<18	83	30	90	70	128	1	46	45	127	70	84	76	135	197	198
18-21	3,645	3,353	3,477	3,735	3,586	62	150	122	193	225	3,707	3,503	3,599	3,928	3,811
22-24	2,009	2,125	2,172	2,321	2,287	52	93	80	79	135	2,061	2,218	2,252	2,398	2,422
% Age distribution <=24	**49%**	**45%**	**44%**	**45%**	**45%**	**29%**	**38%**	**39%**	**54%**	**48%**	**48%**	**44%**	**44%**	**46%**	**45%**
25-28	1,550	1,731	1,829	1,917	2,001	65	114	80	67	125	1,615	1,845	1,909	1,979	2,126
29-35	1,640	1,833	1,868	2,005	2,066	87	117	119	103	166	1,727	1,950	1,987	2,102	2,232
>35	1,749	1,943	2,187	2,210	2,310	122	144	177	151	161	1,871	2,087	2,364	2,350	2,471
% Age distribution >=25	**42%**	**45%**	**45%**	**45%**	**48%**	**69%**	**49%**	**50%**	**43%**	**50%**	**43%**	**45%**	**48%**	**45%**	**48%**
Unknown	1,037	1,266	1,324	1,316	1,135	10	105	7	20	14	1,047	1,371	1,331	1,336	1,149
% Age Unknown	**9%**	**10%**	**10%**	**10%**	**8%**	**3%**	**14%**	**1%**	**3%**	**2%**	**9%**	**11%**	**10%**	**9%**	**8%**
Total College	**11,714**	**12,282**	**12,948**	**13,575**	**13,513**	**399**	**769**	**630**	**740**	**896**	**12,112**	**13,050**	**13,577**	**14,290**	**14,409**
% change	-8%	22%	5%	-1%	-14%	45%	93%	-18%	17%	21%	10%	8%	4%	5%	1%
% distribution Full vs. Part time	**97%**	**94%**	**95%**	**95%**	**94%**	**3%**	**6%**	**5%**	**5%**	**6%**	**100%**	**100%**	**100%**	**100%**	**100%**

Notes:

1. Enrollment is as of program start date.
2. Enrollment by Age is a unique count of students regardless of number of programs enrolled. Therefore figure may be different from Table 2.1.1 (Total enrollment by College)
3. ACC unable to report full and part time breakdown separately.
4. Formerly known as Keewatin Community College
5. Total may not add to 100% due to rounding.

2.1.4 Enrollment by Aboriginal Status

Since Aboriginal status is self-declared by each student, there are limited data available for analysis. However, the data available in Table 2.1.4 indicate over the five year period enrollment of self-declared Aboriginal students increased by 31.4% or 592 students from 2000/01 to 2004/05.

Table 2.1.4 - Enrollment by Aborginal Status [1]

	2000/01				2001/02				2002/03				2003/04				2004/05				Cumulative % Change 2000/01 to 2004/05
	Full	Part	Total	% Change	Full	Part	Total	% Change	Full	Part	Total	% Change	Full	Part	Total	% Change	Full	Part	Total	% Change	
Red River College																					
First Nations	466	42	508	22.7%	433	43	476	-6.3%	401	40	441	-7.4%	413	66	479	8.6%	399	17	416	-13.2%	-18.1%
Metis	210	6	216	-7.7%	263	9	272	25.9%	265	6	271	-0.4%	255	8	263	-3.0%	269	3	272	3.4%	25.9%
Inuit	0	0	0	-100.0%	2	0	2	0.0%	5	0	5	150.0%	8	0	8	60.0%	10	0	10	25.0%	-
Other	31	6	37	-26.0%	38	5	43	16.2%	36	2	38	-11.6%	43	1	44	15.8%	50	3	53	20.5%	43.2%
RRC Total	**707**	**54**	**761**	**8.7%**	**736**	**57**	**793**	**4.2%**	**707**	**48**	**755**	**-4.8%**	**719**	**75**	**794**	**5.2%**	**728**	**23**	**751**	**-5.4%**	**-1.3%**
Assiniboine Community College [2]																					
First Nations	-	-	288	67.4%	-	-	348	20.8%	-	-	458	31.9%	-	-	420	-7.9%	-	-	481	14.5%	67.0%
Metis	-	-	113	63.8%	-	-	124	9.7%	-	-	117	-5.6%	-	-	136	17.9%	-	-	191	38.4%	69.0%
Inuit	-	-	0	0.0%	-	-	0	0.0%	-	-	0	0.0%	-	-	0	0.0%	-	-	1	0.0%	-
Other	-	-	0	0.0%	-	-	0	0.0%	-	-	0	0.0%	-	-	0	0.0%	-	-	0	0.0%	-
ACC Total			**401**	**66.4%**			**472**	**17.7%**			**573**	**21.4%**			**556**	**-2.6%**			**673**	**20.6%**	**67.8%**
University College of the North																					
First Nations	536	81	617	12.4%	540	274	814	31.9%	490	219	709	-12.9%	518	226	744	4.9%	388	529	917	23.3%	48.6%
Metis	90	15	105	-6.3%	70	37	107	1.9%	67	35	102	-4.7%	83	44	127	24.5%	74	59	133	4.7%	26.7%
Inuit	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	4	4	0.0%	1	1	2	0.0%	-
Other	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	-
UCN Total	**626**	**96**	**722**	**9.2%**	**610**	**311**	**921**	**27.6%**	**557**	**254**	**811**	**-11.9%**	**601**	**274**	**875**	**7.9%**	**463**	**589**	**1052**	**20.2%**	**45.7%**
École technique et professionnelle [3]																					
First Nations	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	-
Metis	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	-
Inuit	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	-
Other	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	-
Total College																					
First Nations	1002	123	1413	24.5%	973	317	1538	15.9%	891	259	1608	-2.0%	931	292	1643	2.3%	787	546	1814	10.4%	28.4%
Metis	300	21	434	4.6%	333	46	503	15.9%	332	41	490	-2.6%	338	52	528	7.8%	343	62	596	12.9%	37.3%
Inuit	0	0	0	-	2	0	2	-	5	0	5	150.0%	8	4	12	140.0%	11	1	13	8.3%	-
Other	31	6	37	-26.0%	38	5	43	16.2%	36	2	38	-11.6%	43	1	44	15.8%	50	3	53	20.5%	43.2%
Total College	**1,333**	**150**	**1,884**	**17.6%**	**1,346**	**368**	**2,186**	**16.0%**	**1,264**	**302**	**2,139**	**-2.2%**	**1,320**	**349**	**2,227**	**4.1%**	**1,191**	**612**	**2,476**	**11.2%**	**31.4%**

Notes:
1. Aboriginal status is self-declared.
2. ACC unable to separate full time and part time by aboriginal status.
3. No self-declared Aboriginal students at ETP.

Further analysis of Table 2.1.4(a) shows that the percentage distribution of Aboriginal enrollment to total college enrollment at an average rate of 17.1% each year from 2000/01 to 2004/05.

In 2004/05, Aboriginal students' distribution to total college enrollment was: RRC (8.2%), ACC (19.5%), UCN (68.0%) and zero at ETP.

Table 2.1.4 (a) Aboriginal Student Distribution to Total College Enrollment

	2000/01	2001/02	2002/03	2003/04	2004/05
Red River College					
RRC Total Aboriginal Students	761	793	755	794	751
Total RRC Students	8,145	8,647	8,998	9,512	9,197
% Distribution of Aboriginal Students	**9.3%**	**9.2%**	**8.4%**	**8.3%**	**8.2%**
Assiniboine Community College					
ACC Total Aboriginal Students	401	472	573	558	673
Total ACC Students	2,632	2,750	3,041	3,212	3,453
% Distribution of Aboriginal Students	**15.2%**	**17.2%**	**18.8%**	**17.4%**	**19.5%**
Univesity College of the North					
KCC Total Aboriginal Students	722	921	811	875	1,052
Total KCC Students	1,160	1,469	1,334	1,444	1,547
% Distribution of Aboriginal Students	**62.2%**	**62.7%**	**60.8%**	**60.6%**	**68.0%**
École technique et professionnelle					
ETP Total Aboriginal Students	0	0	0	0	0
Total ETP Students	175	184	203	248	254
% Distribution of Aboriginal Students	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
TOTAL					
Total College Aboriginal Students	1,884	2,186	2,139	2,227	2,476
Total College Students	12,112	13,050	13,576	14,416	14,451
% Distribution of Aboriginal Students to Total College Enrollment by Age	**15.6%**	**16.8%**	**15.8%**	**15.4%**	**17.1%**

Note. Aboriginal status is self-declared.

2.1.5 Enrollment by Geographic Location

In 2004/05, 96.8% of college students are from Manitoba. The remaining 3.2% of students came from outside Manitoba and international students. ETP has the majority of international students.

Table 2.1.5 - Enrollment by Geographical Location

	2000/01			2001/02			2002/03			2003/04			2004/05		
	Full	Part	Total	Full	Part	Total	Full	Part	Total	Full	Part	Total	Full	Part	Total
Red River College															
Manitoba	7,788	234	8,022	8,230	260	8,490	8,571	172	8,743	9,072	175	9,247	8,867	96	8,963
Outside Manitoba	105	2	107	148	9	157	248	7	255	250	10	260	231	2	233
International	3	1	4	0	0	0	0	0	0	5	0	5	1	0	1
Undeclared	12	0	12	0	0	0	0	0	0	0	0	0	0	0	0
RRC Total	**7,908**	**237**	**8,145**	**8,378**	**269**	**8,647**	**8,819**	**179**	**8,998**	**9,327**	**185**	**9,512**	**9,099**	**98**	**9,197**
% change	8.3%	32.4%	8.8%	5.9%	13.5%	6.2%	5.3%	-33.5%	4.1%	5.8%	3.4%	5.7%	-2.4%	-47.0%	-3.3%
Assiniboine Community College [1,2]															
Manitoba		2,525			2,629			2,940			2,975			3,289	
Outside Manitoba		85			78			101			103			110	
International		6			5			1			8			6	
Undeclared		16			38			52			0			0	
ACC Total		**2,632**			**2,750**			**3,094**			**3,086**			**3,405**	
% change		13.4%			4.5%			12.5%			-0.3%			10.3%	
University College of the North															
Manitoba	996	133	1,129	966	446	1,412	896	393	1,289	906	483	1,389	751	744	1,495
Outside Manitoba	13	3	16	18	29	47	19	24	43	18	36	54	12	40	52
International	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0
Undeclared	11	3	14	6	4	10	0	0	0	0	0	0	0	0	0
KCC Total	**1,021**	**139**	**1,160**	**990**	**479**	**1,469**	**915**	**417**	**1,332**	**924**	**520**	**1,444**	**763**	**784**	**1,547**
% change	2.2%	46.3%	6.0%	-3.0%	244.6%	26.6%	-7.6%	-12.9%	-9.3%	1.0%	24.7%	8.4%	-17.4%	50.8%	7.1%
École technique et professionnelle															
Manitoba	115	30	145	123	20	143	133	28	161	133	13	146	128	9	137
Outside Manitoba	9	0	9	6	1	7	6	4	10	8	0	8	7	0	7
International	28	20	48	34	0	34	32	0	32	39	0	39	55	0	55
Undeclared	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ETP Total	**152**	**50**	**202**	**163**	**21**	**184**	**171**	**32**	**203**	**180**	**13**	**193**	**190**	**9**	**199**
% change	18.8%	138.1%	35.6%	7.2%	-58.0%	-8.9%	4.9%	52.4%	10.3%	5.3%	-59.4%	-4.9%	5.6%	-30.8%	-25.2%
Total College															
Manitoba	11,424	397	9,296	11,948	726	10,045	12,540	593	10,193	13,086	671	13,757	13,035	849	13,884
Outside Manitoba	212	5	132	250	39	211	374	35	308	379	46	425	360	42	402
International	38	21	53	39	0	39	33	0	33	52	1	53	62	0	62
Undeclared	39	3	26	44	4	48	52	0	52	0	0	0	0	0	0
Total	**11,713**	**426**	**12,139**	**12,281**	**769**	**13,050**	**12,999**	**628**	**13,627**	**13,517**	**718**	**14,235**	**13,457**	**891**	**14,348**
% change	8.9%	44.4%	7.8%	4.8%	80.5%	7.5%	5.8%	-18.3%	4.4%	4.0%	14.3%	4.5%	-0.4%	24.1%	0.8%

Notes:

1. Total enrollments for Geographic Location are different than total enrollment because students are counted once, regardless of the number of programs they are enrolled in. Separate figures for geographic region are not available.

2. ACC unable to report full and part time breakdown separately.

Table 2.1.6 - College Enrollment by Program

Red River College	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Aboriginal and Teacher Education															
Aboriginal Interpreter	22	0	**22**	-	-	-	-	-	-	-	-	-	0	0	**0**
Aboriginal Language Specialist	-	-	-	22	0	**22**	22	0	**22**	25	0	**25**	10	0	**10**
Aboriginal Self-Government Administration	-	-	-	18	0	**18**	34	0	**34**	33	0	**33**	27	0	**27**
Adult Grade 11	-	-	-	8	0	**8**	27	0	**27**	38	0	**38**	0	0	**0**
Biindigen Studies	-	-	-	-	-	-	-	-	-	-	-	-	57	0	**57**
Business Skills Integrated	12	0	**12**	0	0	**0**	0	0	**0**	0	0	**0**	14	0	**14**
Business Teacher Education	41	0	**41**	42	0	**42**	32	0	**32**	23	0	**23**	29	0	**29**
Carpenter for Aboriginal Students	10	0	**10**	29	0	**29**	43	0	**43**	52	0	**52**	30	0	**30**
College Preparation for Aboriginal Students	90	0	**90**	98	0	**98**	56	0	**56**	75	0	**75**	0	0	**0**
Community-Centered Therapy	0	50	**50**	0	50	**50**	0	47	**47**	0	78	**78**	0	19	**19**
Economic Resource Worker	16	0	**16**	-	-	-	-	-	-	-	-	-	0	0	**0**
Human Resources Support Worker	-	-	-	16	0	**16**	-	-	-	-	-	-	0	0	**0**
Industrial Arts - Teacher Education	9	0	**9**	3	0	**3**	0	0	**0**	2	0	**2**	1	0	**1**
Industrial Arts - Teacher Ed (ACCESS)	-	-	-	-	-	-	2	0	**2**	2	0	**2**	2	0	**2**
Industrial Arts- Tech Teacher Ed	34	0	**34**	38	0	**38**	44	0	**44**	48	0	**48**	50	0	**50**
Integrated Pre-trades Program (ACCESS)	-	-	-	-	-	-	6	0	**6**	15	0	**15**	0	0	**0**
Integrated Science & Technology (ACCESS)	0	0	**0**	10	0	**10**	8	0	**8**	6	0	**6**	9	0	**9**
Microcomputer Applications	20	0	**20**	20	0	**20**	18	0	**18**	20	0	**20**	23	0	**23**
Vocational Industrial - Teacher Education	28	0	**28**	20	0	**20**	20	0	**20**	14	0	**14**	14	0	**14**
Subtotal	**282**	**50**	**332**	**324**	**50**	**374**	**312**	**47**	**359**	**353**	**78**	**431**	**266**	**19**	**285**
% change	**6.4%**	**100.0%**	**25.3%**	**14.9%**	**0.0%**	**12.7%**	**-3.7%**	**-6.0%**	**-4.0%**	**13.1%**	**66.0%**	**20.1%**	**-24.6%**	**-75.6%**	**20.1%**

Table 2.1.6 -College Enrollment by Program

Red River College con't..	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Apprenticeship															
Aircraft Maintenance Technician													127	0	**127**
Auto Service Technician	185	0	**185**	196	0	**196**	197	0	**197**	172	0	**172**	166	0	**166**
Automotive Service Education	-	-	-	-	-	-	-	-	-	-	-		45	0	**45**
Boilermaker	34	0	**34**	67	0	**67**	52	0	**52**	56	0	**56**	52	0	**52**
Boilermaker - Entry Level	21	0	**21**	17	0	**17**	19	0	**19**	18	0	**18**	20	0	**20**
Bricklaying	28	0	**28**	32	0	**32**	18	0	**18**	31	0	**31**	31	0	**31**
Cabinet Making	35	0	**35**	28	0	**28**	33	0	**33**	31	0	**31**	17	0	**17**
Carpenter	150	0	**150**	134	0	**134**	144	0	**144**	135	0	**135**	150	0	**150**
Cook	31	0	**31**	46	0	**46**	37	0	**37**	26	0	**26**	14	0	**14**
Crane Operator	24	0	**24**	11	0	**11**	0	0	**0**	13	0	**13**	0	0	**0**
Electrical	415	0	**415**	451	0	**451**	356	0	**356**	329	0	**329**	395	0	**395**
Electrical for Aboriginal Students	9	0	**9**	-	-	-	-	-	-	-	-	-	0	0	**0**
Heavy Duty Mechanic[1]	9	0	**9**	-	-	-	-	-	-	-	-	-	0	0	**0**
Ironworker	0	0	**0**	0	0	**0**	17	0	**17**	28	0	**28**	14	0	**14**
Landscape Technician	23	0	**23**	15	0	**15**	14	0	**14**	20	0	**20**	21	0	**21**
Lather	-	-	-	-	-	-	-	-	-	11	0	**11**	11	0	**11**
Machinist	63	0	**63**	84	0	**84**	75	0	**75**	93	0	**93**	57	0	**57**
Motor Vehicle Body (Paint)	10	0	**10**	9	0	**9**	8	0	**8**	12	0	**12**	7	0	**7**
Motor Vehicle Body Repairer	68	0	**68**	64	0	**64**	73	0	**73**	69	0	**69**	67	0	**67**
Motor Vehicle Mechanic Asset	-	-	-	-	-	-	26	0	**26**	47	0	**47**	32	0	**32**
Painting & Decorating	25	0	**25**	21	0	**21**	12	0	**12**	22	0	**22**	20	0	**20**
Plumbing	211	0	**211**	215	0	**215**	151	0	**151**	175	0	**175**	184	0	**184**
Power Electrician	49	0	**49**	78	0	**78**	73	0	**73**	73	0	**73**	27	0	**27**
Refrigeration	86	0	**86**	107	0	**107**	93	0	**93**	109	0	**109**	133	0	**133**
Sheet Metal	57	0	**57**	42	0	**42**	41	0	**41**	36	0	**36**	42	0	**42**
Sprinkler/Fire Protection Installer	25	0	**25**	33	0	**33**	18	0	**18**	15	0	**15**	20	0	**20**
Steamfitting	28	0	**28**	22	0	**22**	25	0	**25**	20	0	**20**	15	0	**15**
Tool & Die Maker	22	0	**22**	13	0	**13**	14	0	**14**	0	0	**0**	7	0	**7**
Transport Trailer Mechanic	35	0	**35**	37	0	**37**	6	0	**6**	22	0	**22**	0	0	**0**
Transport Truck/Bus	27	0	**27**	45	0	**45**	92	0	**92**	111	0	**111**	115	0	**115**
Subtotal	**1,670**	**0**	**1,670**	**1,767**	**0**	**1,767**	**1,594**	**0**	**1,594**	**1,674**	**0**	**1,674**	**1,789**	**0**	**1,789**
% change	6.4%	0.0%	25.3%	14.9%	0.0%	12.7%	-3.7%	0.0%	-4.0%	13.1%	0.0%	20.1%	13.1%	0.0%	20.1%

Table 2.1.6 -College Enrollment by Program

Red River College con't..	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Applied Sciences															
Advanced Network Technology	-	-	-	-	-	-	11	0	11	30	0	30	0	0	0
Animal Health Technology	51	0	51	40	0	40	46	0	46	47	0	47	48	0	48
Applied Biology	12	0	12	6	0	6	8	0	8	3	0	3	1	0	1
Applied Chemistry	16	0	16	8	0	8	4	0	4	0	0	0	0	0	0
Applied Environmental Studies	16	0	16	5	0	5	2	0	2	3	0	3	1	0	1
Applied Sciences	13	0	13	11	0	11	-	-	-	-	-	-	0	0	0
Chemical and Bio-sciences Technology	73	0	73	68	0	68	11	0	11	95	0	95	82	0	82
Chemical and Bio-sciences Technology Co-Op	-	-	-	-	-	-	69	0	69	0	0	0	0	0	0
Child and Youth Care Worker	50	0	50	55	0	55	62	0	62	55	0	55	54	0	54
Child and Youth Care Worker (PLA)	1	0	1	3	0	3	5	0	5	5	0	5	4	0	4
Cisco Networking Academy - Instructor	21	0	21	7	0	7	-	-	-	-	-	-	0	0	0
Communication Engineering Technology	8	0	8	11	0	11	9	0	9	0	0	0	0	0	0
Community Develop Community Intern	-	-	-	-	-	-	-	-	-	-	-	-	9	0	9
Community Develop Practitioner Intern	-	-	-	-	-	-	-	-	-	-	-	-	14	0	14
Computer Engineering Technology	56	0	56	53	0	53	33	0	33	32	0	32	15	0	15
Dental Assisting	51	0	51	50	0	50	53	0	53	51	0	51	54	0	54
Dental Assisting (PLA)	0	3	3	0	2	2	0	0	0	0	2	2	0	1	1
Developmental Services Worker	48	0	48	41	0	41	0	0	0	0	0	0	0	0	0
Developmental Services Worker (PLA)	0	2	2	0	2	2	-	-	-	-	-	-	0	0	0
Disability and Community Support	-	-	-	-	-	-	53	0	53	56	0	56	44	0	44
Disability and Community Support (PLA)	-	-	-	-	-	-	2	0	2	2	0	2	1	2	3
Early Childhood Education	120	0	120	134	0	134	117	0	117	118	0	118	115	0	115
Early Childhood Education (PLA)	0	44	44	31	8	39	5	1	6	14	2	16	24	0	24
Early Childhood Education (Workplace)	27	0	27	26	0	26	47	0	47	76	0	76	50	0	50
Electrical Engineering Technology	43	0	43	51	0	51	53	0	53	39	0	39	-	-	-
Electronic & Network Technician	29	0	29	43	0	43	38	0	38	33	0	33	-	-	-
Electronic Engineering Technology	231	0	231	178	0	178	179	0	179	185	0	185	-	-	-
Electronic Engineering Technology (PLA)	-	-	-	-	-	-	16	0	16	33	0	33	-	-	-
Family Support Worker	21	0	21	24	0	24	22	0	22	22	0	22	26	0	26
Health Care Aide	165	0	165	156	0	156	149	0	149	140	0	140	102	0	102
Health Care Aide / Unit Clerk	25	0	25	25	0	25	26	0	26	26	0	26	21	0	21
Health Care Aide / Unit Clerk (PLA)	0	23	23	0	25	25	0	10	10	0	4	4	0	1	1
Instrumentation Engineering Technology	10	0	10	10	0	10	10	0	10	17	0	17	-	-	-
Med Rad Resident Physicians	6	0	6	6	0	6	6	0	6	8	0	8	8	0	8
Medical Laboratory Sciences	-	-	-	21	0	21	38	0	38	54	0	54	58	0	58
Medical Radiologic Technology	45	0	45	45	0	45	47	0	47	43	0	43	45	0	45
Medical Radiological Assistant	9	0	9	5	0	5	0	0	0	0	0	0	3	0	3
Mental Health Support Worker	-	-	-	-	-	-	21	0	21	4	0	4	20	0	20
Metis Child, Family and Community	-	-	-	63	0	63	54	0	54	0	0	0	0	0	0
MRI & Spectroscopy	18	0	18	13	0	13	13	0	13	11	0	11	10	0	10
Nursing (Accelerated Diploma - PLA)	43	0	43	27	0	27	0	0	0	31	0	31	12	0	12
Nursing (Accelerated Diploma)	105	0	105	202	0	202	237	0	237	229	0	229	288	0	288
Nursing (College Preparation)	43	0	43	41	0	41	45	0	45	47	0	47	38	0	38
Nursing (Joint Baccalaureate)	189	0	189	222	0	222	261	0	261	288	0	288	289	0	289
Nursing (PLA)	-	-	-	-	-	-	23	0	23	0	0	0	0	0	0
Prior Learning Assessment Program	0	68	68	0	68	68	0	50	50	0	41	41	0	8	8
Radiation Therapy	18	0	18	14	0	14	15	0	15	14	0	14	11	0	11
Rehabilitation Assistant	0	20	20	0	17	17	0	22	22	0	21	21	0	20	20
RN Refresher for Korean Nurses	0	0	0	17	0	17	29	0	29	14	0	14	25	0	25
Scientific Research Skills Program	0	0	0	0	0	0	21	0	21	19	0	19	18	0	18
Supervisory Skills	-	-	-	0	50	50	-	-	-	-	-	-	-	-	-
Subtotal	**1,563**	**160**	**1,723**	**1,712**	**172**	**1,884**	**1,840**	**83**	**1,923**	**1,844**	**70**	**1,914**	**1,490**	**32**	**1,522**
% change	6.4%	5.3%	25.3%	14.9%	7.5%	12.7%	-3.7%	-51.7%	-4.0%	13.1%	-15.7%	20.1%	13.1%	-54.3%	20.1%

Table 2.1.6 -College Enrollment by Program

Red River College con't..	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Business & Applied Arts															
Administrative Assistant	52	0	**52**	23	0	**23**	-	-	-	-	-	-	0	0	**0**
Advertising Art	101	0	**101**	108	0	**108**	0	0	**0**	0	0	**0**	0	0	**0**
American Sign Language - English	9	0	**9**	10	0	**10**	11	0	**11**	13	0	**13**	14	0	**14**
Aviation Management	24	0	**24**	45	0	**45**	44	0	**44**	41	0	**41**	9	0	**9**
Business Administration	764	0	**764**	759	0	**759**	801	0	**801**	850	0	**850**	907	0	**907**
Business Administration Co-Op	39	0	**39**	31	0	**31**	36	0	**36**	35	0	**35**	17	0	**17**
Business Administration Integrated	114	0	**114**	127	0	**127**	115	0	**115**	117	0	**117**	109	0	**109**
Commerce/Industry Sales & Marketing	69	0	**69**	74	0	**74**	72	0	**72**	67	0	**67**	60	0	**60**
Computer Accounting Technician	117	0	**117**	132	0	**132**	119	0	**119**	108	0	**108**	105	0	**105**
Computer Analyst/Programmer	316	0	**316**	264	0	**264**	268	0	**268**	258	0	**258**	164	0	**164**
Computer Analyst/Programmer Intdeg'd	-	-	-	-	-	-	-	-	-	-	-		29	0	**29**
Creative Communications	114	0	**114**	112	0	**112**	119	0	**119**	144	0	**144**	153	0	**153**
Culinary Arts	132	0	**132**	122	0	**122**	123	0	**123**	140	0	**140**	128	0	**128**
Deaf Literacy Program	0	27	**27**	0	25	**25**	0	26	**26**	0	17	**17**	0	25	**25**
Deaf Studies	11	0	**11**	15	0	**15**	21	0	**21**	23	2	**25**	22	0	**22**
Digital MultiMedia Technology	-	-	-	-	-	-	21	0	**21**	56	0	**56**	76	0	**76**
Graphic Design	-	-	-	-	-	-	112	0	**112**	113	0	**113**	113	0	**113**
Health Information Technologist	22	0	**22**	14	0	**14**	30	0	**30**	21	0	**21**	30	0	**30**
Hospitality & Tourism Management	-	-	-	-	-	-	-	-	-	-	-	-	76	0	**76**
Hotel and Restaurant Administration	91	0	**91**	67	0	**67**	57	0	**57**	62	0	**62**	30	-	**30**
Hotel and Restaurant Administration (PLA)	10	0	**10**	-	-	-	-	-	-	-	-	-	-	-	-
Information Systems Technology	132	0	**132**	125	0	**125**	130	0	**130**	102	0	**102**	30	0	**30**
International Business	26	0	**26**	21	0	**21**	11	0	**11**	24	0	**24**	17	0	**17**
IST- Application Development	-	-	-	-	-	-	-	-	-	-	-	-	18	0	**18**
IST- Database Management	-	-	-	-	-	-	-	-	-	-	-	-	12	0	**12**
IST- Network Management	-	-	-	-	-	-	-	-	-	-	-	-	21	0	**21**
Library and Information Technology	29	0	**29**	32	0	**32**	37	0	**37**	32	0	**32**	27	0	**27**
Professional Baking	-	-	-	10	0	**10**	7	0	**7**	17	0	**17**	15	0	**15**
Tourism	36	0	**36**	49	0	**49**	43	0	**43**	47	0	**47**	23	0	**23**
Subtotal	**2,188**	**0**	**2,188**	**2,115**	**0**	**2,115**	**2,145**	**0**	**2,145**	**2,234**	**0**	**2,234**	**2,205**	**25**	**2,230**
% change	6.4%	0.0%	25.3%	14.9%	0.0%	12.7%	-3.7%	0.0%	-4.0%	13.1%	0.0%	20.1%	13.1%	0.0%	20.1%
Education, Curriculm and Learning															
Academic for University/College Entry	77	0	**77**	92	0	**92**	121	0	**121**	198	0	**198**	182	0	**182**
Adult 10	49	0	**49**	62	0	**62**	57	0	**57**	0	0	**0**	0	0	**0**
Adult 11	39	0	**39**	55	0	**55**	48	0	**48**	69	0	**69**	78	0	**78**
Adult 12	68	0	**68**	77	0	**77**	107	0	**107**	122	0	**122**	121	0	**121**
Advanced Academic English Prep	-	-	-	-	-	-	-	-	-	-	-	-	14	0	**14**
Basic English as a Second Language	-	-	-	-	-	-	-	-	-	193	0	**193**	148	0	**148**
Canadian Communication for Physicians	-	-	-	0	22	**22**	0	23	**23**	0	18	**18**	0	22	**22**
English	104	0	**104**	170	0	**170**	174	0	**174**	0	0	**0**	0	0	**0**
General Studies	19	0	**19**	16	0	**16**	6	0	**6**	1	0	**1**	1	0	**1**
Intensive Eng. as a Second Language	290	0	**290**	318	0	**318**	452	0	**452**	482	0	**482**	467	0	**467**
Intro to Computer Accounting Tech	13	0	**13**	12	0	**12**	12	0	**12**	0	0	**0**	0	0	**0**
Introduction to Business	67	0	**67**	55	0	**55**	44	0	**44**	32	0	**32**	50	0	**50**
Pre-English for Nursing Refresher	-	-	-	33	0	**33**	-	-	-	-	-	-	0	0	**0**
Summer ESL for Korean Nurses	20	0	**20**	-	-	-	-	-	-	-	-	-	0	0	**0**
Subtotal	**746**	**0**	**746**	**890**	**22**	**912**	**1,021**	**23**	**1,044**	**1,097**	**18**	**1,115**	**1,061**	**22**	**1,083**
% change	6.4%	0.0%	25.3%	14.9%	100.0%	12.7%	-3.7%	4.5%	-4.0%	13.1%	-21.7%	20.1%	13.1%	22.2%	20.1%

Table 2.1.6 -College Enrollment by Program

Red River College con't..	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Industrial Technologies															
Advance Network Technology	-	-	-	8	0	**8**	-	-	-	-	-	-	10	0	**10**
Advanced Welding	30	0	**30**	33	0	**33**	-	-	-	-	-	-	0	0	**0**
Aerospace Manufacturing[5]	31	0	**31**	27	0	**27**	-	-	-	-	-	-	0	0	**0**
Automotive Service Education	51	0	**51**	41	0	**41**	41	0	**41**	43	0	**43**	-	-	-
Building Design CAD Technology	24	0	**24**	24	0	**24**	14	0	**14**	20	0	**20**	22	0	**22**
Carpentry and Woodworking	38	0	**38**	38	0	**38**	35	0	**35**	37	0	**37**	38	0	**38**
Civil Technician	2	0	**2**	2	0	**2**	-	-	-	-	-	-	0	0	**0**
Civil/CAD Technology	216	0	**216**	173	0	**173**	192	0	**192**	190	0	**190**	207	0	**207**
Computer-Aided Drafting (CAD) Tech.	-	-	-	-	-	-	-	-	-	-	-	-	0	0	**0**
Design & Construction Technology	28	0	**28**	35	0	**35**	36	0	**36**	48	0	**48**	52	0	**52**
Electrical	46	0	**46**	47	0	**47**	48	0	**48**	49	0	**49**	49	0	**49**
Electrical Engineering Technology	-	-	-	-	-	-	-	-	-	-	-	-	39	0	**39**
Electronic & Network Technician	-	-	-	-	-	-	-	-	-	-	-	-	25	0	**25**
Electronic Engineering Technology	-	-	-	-	-	-	-	-	-	-	-	-	183	0	**183**
Environmental Protection Technology	23	0	**23**	23	0	**23**	29	0	**29**	33	0	**33**	37	0	**37**
Geographic Info Systems Technology	15	0	**15**	14	0	**14**	22	0	**22**	19	0	**19**	15	0	**15**
Geomatics Technology	11	0	**11**	16	0	**16**	27	0	**27**	30	0	**30**	29	0	**29**
Greenspace Management	44	0	**44**	46	0	**46**	49	0	**49**	53	0	**53**	51	0	**51**
Instrumentation Engineering Technology													10	0	**10**
Manufacturing Design CAD Technology	9	0	**9**	4	0	**4**	4	0	**4**	6	0	**6**	0	0	**0**
Manufacturing Technician (PLA)	11	0	**11**	-	-	-	-	-	-	-	-	-	0	0	**0**
Mechanical Engineering Technology Co-Op	98	0	**98**	92	0	**92**	-	-	-	-	-	-	0	0	**0**
Mechanical Systems CAD Technology	8	0	**8**	3	0	**3**	0	0	**0**	0	0	**0**	0	0	**0**
Municipal Engineering Technology	47	0	**47**	43	0	**43**	56	0	**56**	67	0	**67**	64	0	**64**
Piping Trades	36	0	**36**	36	0	**36**	36	0	**36**	37	0	**37**	36	0	**36**
Plumbing Cross Connection Control	4	0	**4**	12	0	**12**	10	0	**10**	5	0	**5**	12	0	**12**
Power Equipment Technician	13	0	**13**	16	0	**16**	0	0	**0**	0	0	**0**	0	0	**0**
Precision Metal Manufacturing	-	-	-	-	-	-	9	0	**9**	7	0	**7**	6	0	**6**
Refrigeration and Air Conditioning	18	0	**18**	18	0	**18**	18	0	**18**	18	0	**18**	0	0	**0**
Structural Engineering Technology	-	-	-	-	-	-	-	-	-	-	-	-	54	0	**54**
Structural Technology	29	0	**29**	37	0	**37**	50	0	**50**	52	0	**52**	-	-	-
Welding	31	0	**31**	35	0	**35**	35	0	**35**	36	0	**36**	36	0	**36**
Wood Products Manufacturing	26	0	**26**	21	0	**21**	30	0	**30**	27	0	**27**	27	0	**27**
Subtotal	**1,159**	**0**	**1,159**	**1,113**	**0**	**1,113**	**1,147**	**0**	**1,147**	**1,188**	**0**	**1,188**	**1,002**	**0**	**1,002**
% change	6.4%	0.0%	25.3%	14.9%	0.0%	12.7%	-3.7%	0.0%	-4.0%	13.1%	0.0%	20.1%	13.1%	0.0%	20.1%

Table 2.1.6 -College Enrollment by Program

Red River College con't..	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Regional Campuses															
Academic Foundations	-	-	-	-	-	-	-	-	-	106	0	106	181	0	181
Administrative Studies	-	-	-	-	-	-	9	0	9	12	0	12	0	0	0
Applied Counselling Skills	21	0	21	33	0	33	38	0	38	33	0	33	41	0	41
Assertiveness Bldg and Competency	-	-	-	9	0	9	-	-	-	-	-	-	0	0	0
Basic Literacy & Essential Skills	-	-	-	-	-	-	-	-	-	-	-	-	9	0	9
Bookkeeping & Small Business	-	-	-	8	0	8	23	0	23	18	0	18	24	0	24
Business & Administrative Studies	15	0	15	40	0	40	13	0	13	17	0	17	21	0	21
Business Studies	-	-	-	-	-	-	3	0	3	24	0	24	17	0	17
Business, Accounting & Management	-	-	-	-	-	-	-	-	16	5	0	5	14	0	14
Carpentry	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Health Care Aide	174	0	174	163	0	163	175	0	175	165	0	165	153	0	153
Int ESLfor Employment	-	-	-	-	-	-	-	-	0	40	0	40	30	0	30
K License Challenge Preparation	-	-	-	-	-	-	-	-	0	13	0	13	0	0	0
Office Technician Program	48	0	48	20	0	20	23	0	23	16	0	16	22	0	22
Para Educator	-	-	-	32	0	32	55	0	55	44	0	44	30	0	30
Pre-Employment Training	-	-	-	-	-	-	80	0	80	-	-	-	0	0	0
Receptionist/Office Clerk	22	0	22	14	0	14	-	-	-	0	0	0	0	0	0
Senior 3	-	-	-	-	-	-	-	-	-	30	0	30	64	0	64
Senior 4	-	-	-	-	-	-	-	-	-	88	0	88	157	0	157
Subtotal	**280**	**0**	**280**	**319**	**0**	**319**	**419**	**0**	**435**	**611**	**0**	**611**	**763**	**0**	**763**
% change	6.4%	0.0%	25.3%	14.9%	0.0%	12.7%	-3.7%	0.0%	-4.0%	13.1%	0.0%	20.1%	13.1%	0.0%	20.1%
Transportation, Aviation & Manufacturing															
Aerospace Manufacturing	-	-	-	-	-	-	25	0	25	0	0	0	0	0	0
Aircraft Maintenance Engineer	-	-	-	32	0	32	34	0	34	51	0	51	30	0	30
Aircraft Maintenance Technician -App	-	-	-	31	0	31	149	0	149	147	0	147	-	-	-
Aircraft Structural Repair Technician	-	-	-	15	0	15	18	0	18	9	0	9	0	0	0
Automotive Technician	79	0	79	83	0	83	84	0	84	83	0	83	88	0	88
Collision Repair and Refinishing	35	0	35	37	0	37	36	0	36	43	0	43	42	0	42
Gas Turbine Repair and Overhaul	-	-	-	16	0	16	32	0	32	35	0	35	16	0	16
Heavy Duty Equipment Mechanic	48	0	48	39	0	39	47	0	47	44	0	44	49	0	49
Introduction to Aircraft Maintenance	-	-	-	-	-	-	16	0	16	11	0	11	4	0	4
Manufacturing CAD	-	-	-	-	-	-		-	-	-	-	-	11	0	11
Manufacturing Technician	60	0	60	53	0	53	58	0	58	60	0	60	54	0	54
Mechanical Engineering Technology	0	0	0	0	0	0	105	0	105	98	0	98	96	0	96
Non-Destructive Testing	-	-	-	12	0	12	12	0	12	28	0	28	33	0	33
Outdoor Power Equipment Technician	-	-	-	-	-	-	19	0	19	14	0	14	14	0	14
Power Engineering	41	0	41	48	0	48	43	0	43	47	0	47	48	0	48
Technical Communication	-	-	-	-	-	-	14	0	14	22	0	22	25	0	25
Technology Management	-	-	-	-	-	-	-	-	-	-	-	-	9	0	9
Vocational Education Co-Op	-	-	-	7	0	7	0	0	0	9	0	9	4	0	4
Youth Internship	-	-	-	-	-	-	7	0	7	-	-	-	0	0	0
Subtotal	**0**	**0**	**0**	**113**	**0**	**113**	**293**	**0**	**293**	**290**	**0**	**290**	**523**	**0**	**523**
% change	6.4%	0.0%	25.3%	14.9%	0.0%	12.7%	-3.7%	0.0%	-4.0%	13.1%	0.0%	20.1%	13.1%	0.0%	20.1%
Total RRC	**7,906**	**237**	**8,145**	**8,378**	**269**	**8,647**	**8,819**	**179**	**8,998**	**9,327**	**185**	**9,512**	**9,099**	**98**	**9,197**
% change	**9.6%**	**32.4%**	**10.1%**	**5.9%**	**13.5%**	**6.2%**	**5.3%**	**-33.5%**	**4.1%**	**5.8%**	**3.4%**	**5.7%**	**-2.4%**	**-47.0%**	**5.7%**

Table 2.1.6 - College Enrollment by Program

Assiniboine Community College	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Base Budget															
Aboriginal Community Development	21	0	**21**	17	0	**17**	18	0	**18**	15	0	**15**	45	0	**45**
Accounting and Finance	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	10	0	**10**
Agribusiness Year 1	47	0	**47**	37	0	**37**	29	0	**29**	40	0	**40**	44	0	**44**
Agribusiness Year 2	57	0	**57**	44	0	**44**	36	0	**36**	29	0	**29**	38	0	**38**
Automotive Technician Certificate	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	29	0	**29**
Automotive Technology/Technician Yr 1	13	0	**13**	21	0	**21**	22	0	**22**	16	0	**16**	0	0	**0**
Automotive/Technology Technician Yr 2	12	0	**12**	14	0	**14**	12	0	**12**	13	0	**13**	0	0	**0**
Business Admin Brandon Year 1	265	0	**265**	180	0	**180**	167	0	**167**	133	0	**133**	157	0	**157**
Business Admin Brandon Year 2	152	0	**152**	117	0	**117**	153	0	**153**	108	0	**108**	135	0	**135**
Business Information Management Yr1	-	-	**-**	-	-	**-**	9	0	**9**	8	0	**8**	0	0	**0**
Business Information Management Yr2	-	-	**-**	-	-	**-**	-	-	**-**	7	0	**7**	7	0	**7**
Carpentry and Woodworking	15	0	**15**	15	0	**15**	16	0	**16**	16	0	**16**	16	0	**16**
Child Care Centre Administration	5	0	**5**	0	3	**3**	1	0	**1**	0	0	**0**	0	0	**0**
Civil Technician	-	-	**-**	14	0	**14**	25	0	**25**	26	0	**26**	24	0	**24**
Community Social Development	24	0	**24**	25	0	**25**	26	0	**26**	26	0	**26**	2	0	**2**
Community Support Provider	-	-	**-**	-	-	**-**	-	-	**-**	0	5	**5**	0	17	**17**
Comp Health Care Aide - Rotating	27	0	**27**	27	0	**27**	68	0	**68**	46	0	**46**	0	0	**0**
Comp Health Care Aide Challenge	0	47	**47**	0	38	**38**	0	29	**29**	0	32	**32**	0	28	**28**
Comprehensive Health Care Aide	21	0	**21**	26	0	**26**	23	0	**23**	22	0	**22**	37	0	**37**
Computer Technician	13	0	**13**	5	0	**5**	0	0	**0**	8	0	**8**	2	0	**2**
Computer Technology Year 1	31	0	**31**	30	0	**30**	34	0	**34**	22	0	**22**	32	0	**32**
Computer Technology Year 2	10	0	**10**	17	0	**17**	18	0	**18**	28	0	**28**	17	0	**17**
Construction Electrician	15	0	**15**	14	0	**14**	16	0	**16**	15	0	**15**	16	0	**16**
Consumer Electronics	1	0	**1**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Culinary Arts Year 1	-	-	**-**	15	0	**15**	13	0	**13**	15	0	**15**	20	0	**20**
Culinary Arts Year 2	-	-	**-**	7	0	**7**	13	0	**13**	7	0	**7**	13	0	**13**
Early Childhood Ed Distance	-	-	**-**	0	97	**97**	0	105	**105**	0	161	**161**	0	0	**0**
Early Childhood Ed Year 1	25	0	**25**	28	0	**28**	26	0	**26**	23	0	**23**	31	0	**31**
Early Childhood Ed Year 2	58	0	**58**	26	0	**26**	30	0	**30**	27	0	**27**	27	0	**27**
Early Childhood Program Management	-	-	**-**	0	25	**25**	0	41	**41**	0	48	**48**	0	63	**63**
Education Assistant	-	-	**-**	-	-	**-**	-	-	**-**	35	0	**35**	20	0	**20**
Education Assistant Distance	-	-	**-**	-	-	**-**	-	-	**-**	0	17	**17**	0	0	**0**
Farm Machinery Technician Yr 1	5	0	**5**	8	0	**8**	2	0	**2**	0	0	**0**	0	0	**0**
Farm Machinery Technician Yr 2	7	0	**7**	6	0	**6**	12	0	**12**	0	0	**0**	0	0	**0**

Table 2.1.6 - College Enrollment by Program

Assiniboine Community College

con't...	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Base Budget															
General Business Rotating	17	0	**17**	16	0	**16**	12	0	**12**	15	0	**15**	21	0	**21**
GIS Environmental Technologies Yr1	-	-	-	-	-	-	-	-	-	9	0	**9**	13	0	**13**
GIS Environmental Technologies Yr2	-	-	-	-	-	-	-	-	-	9	0	**9**	8	0	**8**
Heavy Duty Technician Year 1	33	0	**33**	34	0	**34**	27	0	**27**	34	0	**34**	22	0	**22**
Heavy Duty Technician Year 2	31	0	**31**	25	0	**25**	21	0	**21**	24	0	**24**	29	0	**29**
Hospitality Tourism Year 1	28	0	**28**	14	0	**14**	12	0	**12**	19	0	**19**	19	0	**19**
Hospitality Tourism Year 2	31	0	**31**	25	0	**25**	11	0	**11**	9	0	**9**	14	0	**14**
Industrial Metal Fabrication	19	0	**19**	17	0	**17**	17	0	**17**	15	0	**15**	18	0	**18**
John Deere Ag Tech Year 1	5	0	**5**	0	0	**0**	15	0	**15**	0	0	**0**	12	0	**12**
John Deere Ag Tech Year 2	0	0	**0**	4	0	**4**	0	0	**0**	14	0	**14**	0	0	**0**
Land and Water Management	-	-	-	-	-	-	-	-	-	14	0	**14**	25	0	**25**
Mature Student High School	234	0	**234**	256	0	**256**	298	0	**298**	286	0	**286**	319	0	**319**
Mature Student High School (Russell)	-	-	-	-	-	-	22	0	**22**	27	0	**27**	0	0	**0**
Media Production Yr 1	25	0	**25**	26	0	**26**	25	0	**25**	24	0	**24**	27	0	**27**
Media Production Yr 2	15	0	**15**	21	0	**21**	19	0	**19**	22	0	**22**	17	0	**17**
Office Admin Cert - Rotating	7	0	**7**	-	-	-	-	-	-	-	-	-	0	0	**0**
Office Admin Certificate	-	-	-	-	-		-	-	-	-	-	-	14	0	**14**
Office Admin Year 1	53	0	**53**	63	0	**63**	66	0	**66**	44	0	**44**	45	0	**45**
Office Admin Year 2	32	0	**32**	31	0	**31**	34	0	**34**	35	0	**35**	24	0	**24**
Piping	15	0	**15**	15	0	**15**	16	0	**16**	14	0	**14**	15	0	**15**
Pork Production Manager	-	-	-	-	-	-	0	99	**99**	0	122	**122**	0	155	**155**
Power Engineering	-	-	-	-	-	-	-	-	-	-	-	-	16	0	**16**
Practical Nursing	353	0	**353**	344	0	**344**	357	0	**357**	358	0	**358**	348	0	**348**
Practical Nursing Refresher	0	50	**50**	0	56	**56**	0	51	**51**	0	44	**44**	0	35	**35**
Precision Ag	-	-	-	-	-	-	11	0	**11**	0	0	**0**	0	0	**0**
Professional Cooking	12	0	**12**	2	0	**2**	1	0	**1**	3	0	**3**	1	0	**1**
Regular High School	-	-	-	-	-	-	16	0	**16**	5	0	**5**	8	0	**8**
Rural Development Year 1	12	0	**12**	8	0	**8**	1	0	**1**	0	0	**0**	0	0	**0**
Rural Development Year 2	11	0	**11**	7	0	**7**	7	0	**7**	0	0	**0**	0	0	**0**
Swine Technician Yr 2	1	0	**1**	-	-	-	-	-	-	-	-	-	0	0	**0**
Undeclared	-	-	-	0	27	**27**	0	77	**77**	0	127	**127**	0	238	**238**
Web Design Year 1	-	-	-	18	0	**18**	20	0	**20**	8	0	**8**	15	0	**15**
Web Design Year 2	-	-	-	0	0	**0**	16	0	**16**	15	0	**15**	8	0	**8**
Wireless Telecom Engineering Technology	-	-	-	-	-	-	-	-	-	2	0	**2**	11	0	**11**
Subtotal	**1,758**	**97**	**1,855**	**1,619**	**246**	**1,865**	**1,793**	**402**	**2,195**	**1,690**	**556**	**3,194**	**1,771**	**536**	**2,307**
% change	**22.3%**	**100.0%**	**29.1%**	**-7.9%**	**153.6%**	**0.5%**	**10.7%**	**63.4%**	**17.7%**	**-5.7%**	**38.3%**	**45.5%**	**4.8%**	**-3.6%**	**-27.8%**

Table 2.1.6 - College Enrollment by Program

Assiniboine Community College con't..	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Parkland Campus															
Automotive Technician	6	0	**6**	0	0	**0**	8	0	**8**	0	0	**0**	0	0	**0**
Business Admin Year 1	27	0	**27**	25	0	**25**	32	0	**32**	24	0	**24**	23	0	**23**
Business Admin Year 2	22	0	**22**	8	0	**8**	11	0	**11**	16	0	**16**	13	0	**13**
Carpentry and Woodworking	-	-	-	-	-	-	-	-	-	-	-	-	12	0	**12**
College Preparation	16	0	**16**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Comprehensive Health Care Aide	15	0	**15**	21	0	**21**	20	0	**20**	21	0	**21**	13	0	**13**
Computer Support Specialist	-	-	-	-	-	-	-	-	-	13	0	**13**	10	0	**10**
Early Childhood Ed Year 1 Aboriginal	0	0	**0**	22	0	**22**	1	0	**1**	22	0	**22**	3	0	**3**
Early Childhood Ed Year 2 Aboriginal	17	0	**17**	0	0	**0**	23	0	**23**	2	0	**2**	18	0	**18**
Extended ECE/CHCA	-	-	-	-	-	-	14	0	**14**	-	-	-	0	0	**0**
Extended Motive Trades[2]	-	-	-	8	0	**8**	-	-	-	-	-	-	0	0	**0**
Extended Office/Business	-	-	-	18	0	**18**	9	0	**9**	0	0	**0**	0	0	**0**
General Business[3]	-	-	-	-	-	-	-	-	-	2	0	**2**	0	0	**0**
Integrated Motive Power Trades Yr 1	6	0	**6**	-	-	-	-	-	-	-	-	-	0	0	**0**
Integrated Motive Power Trades Yr 2	8	0	**8**	-	-	-	-	-	-	-	-	-	0	0	**0**
Mature Student High School	-	-	-	-	-	-	21	0	**21**	26	0	**26**	22	0	**22**
Office Admin Certificate	18	0	**18**	11	0	**11**	0	0	**0**	0	0	**0**	0	0	**0**
Subtotal	**135**	**0**	**135**	**113**	**0**	**113**	**139**	**0**	**139**	**126**	**0**	**126**	**114**	**0**	**114**
% change	**3.8%**	**0.0%**	**3.8%**	**-16.3%**	**0.0%**	**-16.3%**	**23.0%**	**0.0%**	**23.0%**	**-9.4%**	**0.0%**	**-9.4%**	**-9.5%**	**0.0%**	**-9.5%**
Distance Education															
Agricultural Studies	0	16	**16**	0	32	**32**	0	30	**30**	0	51	**51**	0	45	**45**
Business Admin Distance	-	-	-	0	147	**147**	0	146	**146**	0	191	**191**	0	180	**180**
Comp Health Care Aide Distance	-	-	-	0	83	**83**	0	79	**79**	0	103	**103**	0	101	**101**
Early Childhood Ed Distance	-	-	-	-	-	-	-	-	-	-	-	-	0	189	**189**
Education Assistant Distance	-	-	-	-	-	-	-	-	-	-	-	-	0	51	**51**
General Business Distance	0	81	**81**	0	33	**33**	0	17	**17**	0	11	**11**	0	4	**4**
Swin Technician Distance[1]	0	36	**36**	0	27	**27**	0	1	**1**	0	0	**0**	0	0	**0**
Subtotal	**0**	**133**	**133**	**0**	**322**	**322**	**0**	**273**	**273**	**0**	**356**	**356**	**0**	**570**	**570**
% change	**0.0%**	**-56.0%**	**-56.0%**	**0.0%**	**142.1%**	**142.1%**	**0.0%**	**-15.2%**	**-15.2%**	**0.0%**	**30.4%**	**30.4%**	**0.0%**	**60.1%**	**60.1%**
Apprenticeship															
Agricultural Equipment Technician	58	0	**58**	48	0	**48**	73	0	**73**	81	0	**81**	70	0	**70**
Carpenter	50	0	**50**	49	0	**49**	43	0	**43**	45	0	**45**	48	0	**48**
Construction Electrician	65	0	**65**	50	0	**50**	54	0	**54**	68	0	**68**	73	0	**73**
Heavy Duty Equipment Mechanic	142	0	**142**	108	0	**108**	113	0	**113**	101	0	**101**	99	0	**99**
Lather (Interior Systems Mechanic)[2]	-	-	-	-	-	-	10	0	**10**	0	0	**0**	0	0	**0**
Motor Vehicle Mechanic	33	0	**33**	40	0	**40**	41	0	**41**	45	0	**45**	42	0	**42**
Plumbing	-	-	-	-	-	-	43	0	**43**	38	0	**38**	40	0	**40**
Pork Production	35	0	**35**	46	0	**46**	55	0	**55**	59	0	**59**	48	0	**48**
Transport Truck Mechanic	126	0	**126**	109	0	**109**	55	0	**55**	0	0	**0**	0	0	**0**
Welder	-	-	-	-	-	-	-	-	-	47	0	**47**	42	0	**42**
Subtotal	**509**	**0**	**509**	**450**	**0**	**450**	**487**	**0**	**487**	**484**	**0**	**484**	**462**	**0**	**462**
% change	**12.4%**	**0.0%**	**12.4%**	**-11.6%**	**0.0%**	**-11.6%**	**8.2%**	**0.0%**	**8.2%**	**-0.6%**	**0.0%**	**-0.6%**	**-4.5%**	**0.0%**	**-4.5%**
Total ACC	**2,402**	**230**	**2,632**	**2,182**	**568**	**2,750**	**2,419**	**675**	**3,094**	**2,300**	**912**	**4,160**	**2,347**	**1,106**	**3,453**
% change	**18.9%**	**0.0%**	**13.4%**	**-9.2%**	**0.0%**	**4.5%**	**10.9%**	**0.0%**	**12.5%**	**-4.9%**	**0.0%**	**34.5%**	**2.0%**	**0.0%**	**-17.0%**

Table 2.1.6 - College Enrollment by Program

University College of the North	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Core Programs															
Administrative Assistant	19	0	**19**	16	1	**17**	12	3	**15**	10	2	**12**	26	7	**33**
Automotive Technician	7	0	**7**	9	45	**54**	21	39	**60**	31	50	**81**	12	29	**41**
BADGE	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	4	19	**23**
Band & Northern Community Administration	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	0	0	**0**
Basic Electrical	7	0	**7**	7	1	**8**	13	1	**14**	21	1	**22**	16	5	**21**
Basic Maintenance	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	6	1	**7**
Building Sustainable Workforces	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	0	0	**0**
Business Accountancy	0	2	**2**	1	2	**3**	0	0	**0**	2	0	**2**	0	2	**2**
Business Administration	90	6	**96**	60	20	**80**	56	21	**77**	74	14	**88**	80	38	**118**
Building Sustainable Workforces	-	-	**-**	0	28	**28**	-	-	**-**	-	-	**-**	-	-	**-**
Carpentry Woodwork	7	1	**8**	0	0	**0**	0	0	**0**	0	0	**0**	6	3	**9**
Chemical Engineering Technology	10	0	**10**	3	1	**4**	6	3	**9**	9	1	**10**	7	2	**9**
Civil/CAD Technology Co-op	-	-	**-**	-	-	**-**	9	0	**9**	12	1	**13**	5	0	**5**
Commercial Cooking	13	0	**13**	12	8	**20**	6	4	**10**	8	5	**13**	10	2	**12**
Computer Business Applications	14	3	**17**	43	14	**57**	21	13	**34**	16	9	**25**	14	8	**22**
Computer Business Skills	40	0	**40**	28	10	**38**	25	4	**29**	18	7	**25**	6	4	**10**
Computer Program/ Analyst	32	2	**34**	29	2	**31**	19	2	**21**	13	3	**16**	13	3	**16**
Computer Systems Technology	23	0	**23**	11	2	**13**	8	6	**14**	17	8	**25**	39	13	**52**
Dental Assisting	12	1	**13**	16	0	**16**	17	3	**20**	16	3	**19**	11	8	**19**
Early Childhood Education	14	3	**17**	22	12	**34**	18	5	**23**	5	29	**34**	9	31	**40**
Early Childhood Education Assistant	-	-	**-**	9	1	**10**	0	0	**0**	0	0	**0**	0	0	**0**
Electronic/Electrical Technician	5	1	**6**	0	0	**0**	13	1	**14**	17	0	**17**	12	9	**21**
Eco Tourism	0	0	**0**	1	37	**38**	2	1	**3**	2	1	**3**	1	3	**4**
Facilities Technician	18	1	**19**	44	2	**46**	48	2	**50**	39	2	**41**	9	1	**10**
General Studies	262	84	**346**	256	151	**407**	214	108	**322**	190	195	**385**	59	384	**443**
Health Care Aide	25	0	**25**	14	0	**14**	21	13	**34**	29	0	**29**	39	14	**53**
Health Education (ACCESS)	-	-	**-**	17	6	**23**	8	5	**13**	9	1	**10**	4	9	**13**
Heavy Duty Mechanics	5	0	**5**	3	4	**7**	12	0	**12**	6	6	**12**	11	1	**12**
High School Building Construction	1	0	**1**	0	7	**7**	-	-	**-**	-	-	**-**	0	0	**0**
High School Power Mechanics	4	0	**4**	0	0	**0**	18	0	**18**	18	0	**18**	20	0	**20**
Industrial Mechanics/Millwright	4	0	**4**	-	-	**-**	-	-	**-**	-	-	**-**	0	0	**0**
Industrial Welding	16	1	**17**	0	0	**0**	6	0	**6**	0	0	**0**	0	0	**0**
Law Enforcement	-	-	**-**	14	0	**14**	9	0	**9**	21	0	**21**	18	2	**20**
Natural Resource Mgmt. Technology	67	2	**69**	56	8	**64**	40	4	**44**	43	1	**44**	34	4	**38**
Nursing - Diploma	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Nursing - Joint Bachelor	59	18	**77**	61	36	**97**	69	70	**139**	76	66	**142**	80	56	**136**
Recreation Community Leadership Program	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	0	0	**0**
Recreation Leadership	-	-	**-**	16	13	**29**	11	33	**44**	9	66	**75**	6	73	**79**
Restorative Justice Program	-	-	**-**	-	-	**-**	10	1	**11**	7	1	**8**	10	1	**11**
Small Motor Repair	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	12	1	**13**
Transition Year Program	36	14	**50**	15	47	**62**	19	48	**67**	48	23	**71**	0	51	**51**
Subtotal	790	139	**929**	763	458	**1,221**	731	390	**1,121**	766	495	**1,261**	579	784	**1,363**
% change	-1.0%	-3.4%	**4.0%**	-3.4%	229.5%	**31.4%**	-4.2%	-14.8%	**-8.2%**	4.8%	26.9%	**12.5%**	-24.4%	58.4%	**8.1%**

Table 2.1.6 - College Enrollment by Program

University College of the North con't..	2000/01			2001/02			2002/03			2003/04			2004/05		
Programs	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Apprenticeship															
Carpentry	38	0	**38**	21	0	**21**	15	0	**15**	28	0	**28**	43	0	**43**
Ironworker	15	0	**15**	13	0	**13**	0	0	**0**	0	0	**0**	0	0	**0**
Industrial Electrical	17	0	**17**	22	0	**22**	22	0	**22**	23	0	**23**	27	0	**27**
Industrial Mechanic	117	0	**117**	121	0	**121**	109	0	**109**	97	0	**97**	97	0	**97**
Industrial Welding	44	0	**44**	48	0	**48**	38	0	**38**	10	0	**10**	17	0	**17**
Subtotal	231	0	**231**	225	0	**225**	184	0	**184**	158	0	**158**	184	0	**184**
% change	14.9%	-	**14.9%**	-2.6%	-	**-2.6%**	-18.2%	-	**-18.2%**	-14.1%	-	**-14.1%**	16.5%	-	**16.5%**
Distance Education															
Business Administration (General)	0	0	**0**	2	21	**23**	0	29	**29**	0	25	**25**	0	0	**0**
% change	-	-	-	-	-	-	-	-	**26.1%**	-	-	**-13.8%**	-	-	**0.0%**
Total UCN	**1,021**	**139**	**1,160**	**990**	**479**	**1,469**	**915**	**419**	**1,334**	**924**	**520**	**1,444**	**763**	**784**	**1,547**
% change	**2.2%**	**46.3%**	**6.0%**	**-3.0%**	**244.6%**	**26.6%**	**-7.6%**	**-12.5%**	**-9.2%**	**1.0%**	**24.1%**	**8.2%**	**-17.4%**	**50.8%**	**7.1%**

Table 2.1.6 - College Enrollment by Program

	2000/01			2001/02			2002/03			2003/04			2004/05		
École technique et professionnelle	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Administration des affaires (Business Administration)	48	2	**50**	49	0	**49**	48	0	**48**	48	0	**48**	71	0	**71**
Gestion de bureau (Office Management)	10	1	**11**	9	0	**9**	13	0	**13**	7	0	**7**	0	0	**0**
Éducation en services de garde (Early Childhood Education)	12	0	**12**	9	0	**9**	0	11	**11**	18	0	**18**	19	0	**19**
Aide en soins de santé (Health Care Aide)	12	19	**31**	2	21	**23**	7	20	**27**	20	22	**42**	27	9	**36**
Informatique (Computer Analyst)	31	1	**32**	29	0	**29**	19	0	**19**	21	0	**21**	21	0	**21**
Communication multimédia (Multimedia communications)	34	0	**34**	31	0	**31**	29	0	**29**	21	0	**21**	16	0	**16**
Tourisme (Tourism)	5	0	**5**	12	0	**12**	10	0	**10**	8	12	**20**	11	3	**14**
Science infirmières (Nursing)	-	-	**-**	22	0	**22**	45	1	**46**	70	0	**70**	75	0	**75**
Éducation permanente	-	-	**-**	-	-	**-**	-	-	**-**	-	1	**-**	0	2	**2**
Total	**152**	**23**	**175**	**163**	**21**	**184**	**171**	**32**	**203**	**213**	**34**	**247**	**240**	**14**	**254**
% change	**18.8%**	**9.5%**	**17.4%**	**7.2%**	**-8.7%**	**5.1%**	**4.9%**	**52.4%**	**10.3%**	**24.6%**	**6.3%**	**21.7%**	**12.7%**	**-58.8%**	**2.8%**

2.2.1 Graduates by College

Table 2.2.1, the total number of college graduates increased between 2000/01 and 2004/05 by 38.2% from 3,080 to 4,256 graduates.

Table 2.2.1 Graduates by College

College [1,2]	2000/01	2001/02	2002/03	2003/04	2004/05	Cumulative % change 2000/01 to 2004/05
Red River College	2,086	2,416	3,015	3,040	3,158	**51.4%**
% change	2.2%	15.8%	24.8%	0.8%	3.9%	
% Distribution to Total	67.7%	71.1%	72.5%	74.0%	76.8%	
Assiniboine Community	759	692	794	788	762	**0.4%**
% change	26.5%	-8.8%	14.7%	-0.8%	-3.3%	
% Distribution to Total	24.6%	20.4%	19.1%	19.2%	18.5%	
University College of the North	157	215	271	192	241	**53.5%**
% change	-30.8%	36.9%	26.0%	-29.2%	25.5%	
% Distribution to Total	5.1%	6.3%	6.5%	4.7%	5.9%	
École technique et professionnelle	78	76	77	90	95	**21.8%**
% change	9.9%	-2.6%	1.3%	16.9%	5.6%	
% Distribution to Total	2.5%	2.2%	1.9%	2.2%	2.3%	
Total	**3,080**	**3,399**	**4,157**	**4,110**	**4,256**	**38.2%**
% change	4.8%	10.4%	22.3%	-1.1%	3.6%	

Notes:

1. Includes day programs and full-time programs at regional centres.
2. Apprentices certificates are awarded by Province of Manitoba, therefore excluded from graduate figures.

Graph 2.2.1 (a) Graduates by College

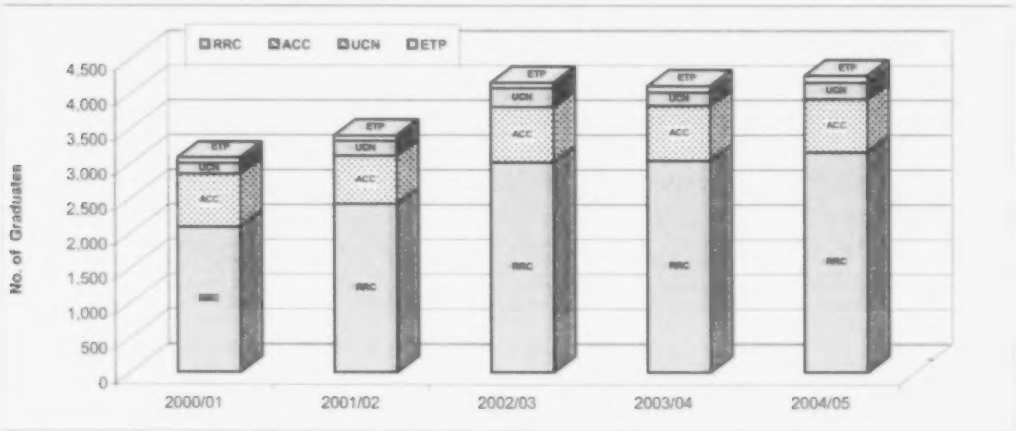
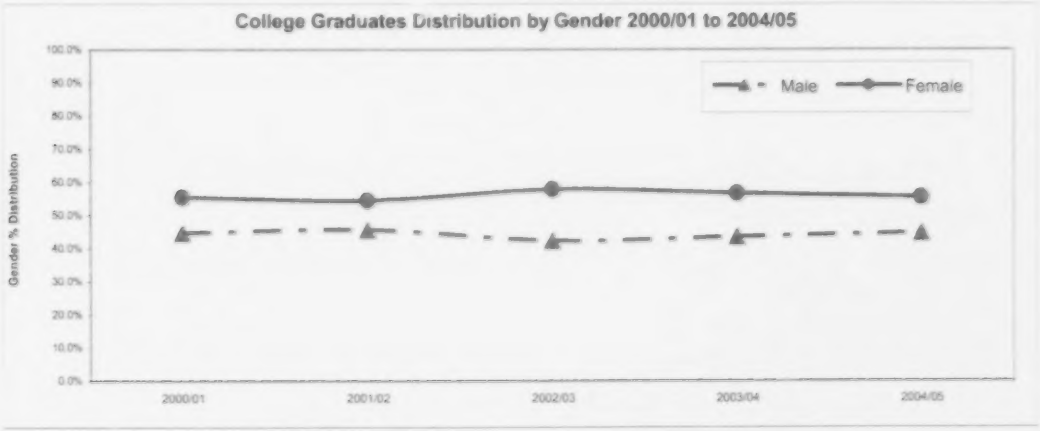


Table 2.2.2 - College Graduates by Gender

	2000/01	2001/02	2002/03	2003/04	2004/05
Red River College					
Male	1,002	1,172	1,313	1,338	1,442
Female	1,024	1,188	1,653	1,615	1,658
Unknown [1]	60	56	49	87	58
RRC Total	**2,086**	**2,416**	**3,015**	**3,040**	**3,158**
% change	**2.2%**	**15.8%**	**24.8%**	**0.8%**	**3.9%**
% Female Distribution	**49.1%**	**49.2%**	**54.8%**	**53.1%**	**52.5%**
Assiniboine Community College					
Male	243	232	284	271	274
Female	516	457	510	517	488
Unknown [1]	0	3	0	0	0
ACC Total	**759**	**692**	**794**	**788**	**762**
% change	**26.5%**	**-8.8%**	**14.7%**	**-0.8%**	**-3.3%**
% Female Distribution	**68.0%**	**66.0%**	**64.2%**	**65.6%**	**64.0%**
University College of the North					
Male	71	88	101	104	113
Female	86	127	170	87	128
Unknown [1]	0	0	0	1	0
KCC Total	**157**	**215**	**271**	**192**	**241**
% change	**-30.8%**	**36.9%**	**26.0%**	**-29.2%**	**25.5%**
% Female Distribution	**54.8%**	**59.1%**	**62.7%**	**45.3%**	**53.1%**
École technique et professionelle					
Male	33	31	38	33	44
Female	45	45	39	57	51
Unknown [1]	0	0	0	0	0
ETP Total	**78**	**76**	**77**	**90**	**95**
% change	**9.9%**	**-2.6%**	**1.3%**	**16.9%**	**5.6%**
% Female Distribution	**57.7%**	**59.2%**	**50.6%**	**63.3%**	**53.7%**
College Total					
Male	**1,349**	**1,523**	**1,736**	**1,746**	**1,873**
Female	**1,671**	**1,817**	**2,372**	**2,276**	**2,325**
Unknown [1]	**60**	**59**	**49**	**88**	**58**
Total College graduates	**3,080**	**3,399**	**4,157**	**4,110**	**4,256**
% change	**4.8%**	**10.4%**	**22.3%**	**-1.1%**	**3.6%**

Note: 1. Unknown status arises from incomplete records at the colleges.



Note: Unknown gender percentage excluded in graph.

Table 2.2.3 - College Graduates by Age

	2000/01	2001/02	2002/03	2003/04	2004/05
Red River College					
<18	7	10	12	9	13
18-21	525	539	573	714	748
22-24	493	515	608	656	642
25-28	340	366	466	616	615
29-35	289	412	524	431	491
>35	379	458	693	504	557
Unknown	53	116	139	110	92
Sub total	**2,086**	**2,416**	**3,015**	**3,040**	**3,158**
% change	2%	16%	25%	1%	4%
Avg. Age	**28**	**28**	**29**	**29**	**29.4**
Assiniboine Community College					
<18	2	5	3	0	0
18-21	300	263	219	242	220
22-24	126	106	141	136	137
25-28	79	88	121	92	96
29-35	112	102	123	125	136
>35	132	121	183	188	166
Unknown	8	7	4	5	7
Sub total	**759**	**692**	**794**	**788**	**762**
% change	27%	-9%	15%	-1%	-3%
Avg. Age	**27**	**27**	**28**	**27**	**27**
Keewatin Community College					
<18	0	0	0	0	1
18-21	36	35	53	41	48
22-24	35	32	47	54	55
25-28	23	41	48	28	39
29-35	35	53	61	31	42
>35	28	53	62	37	56
Unknown	0	1	0	1	0
Sub total	**157**	**215**	**271**	**192**	**241**
% change	-31%	37%	26%	-29%	-29%
Avg. Age	**27**	**29**	**28**	**28**	**28**
École technique et professionnelle					
<18	0	0	0	0	0
18-21	43	41	39	32	30
22-24	21	13	7	23	27
25-28	11	9	8	12	15
29-35	1	8	10	13	11
>35	2	5	13	10	12
Unknown	0	0	0	0	0
Sub total	**78**	**76**	**77**	**90**	**95**
% change	10%	-3%	1%	17%	6%
Avg. Age	**22**	**21**	**22**	**23**	**22**

Table 2.2.3 (a) - Total College Graduates by Age and Distribution

Total College	2000/01	2001/02	2002/03	2003/04	2004/05
Age Range					
<18	9	15	15	9	14
% distribution to total	0.3%	0.4%	0.4%	0.2%	0.3%
18-21	904	878	884	1,029	1,046
% distribution to total	29.4%	25.8%	21.3%	25.0%	25.5%
22-24	675	666	803	869	861
% distribution to total	21.9%	19.6%	19.3%	21.1%	20.9%
Subtotal - <=24	**1,588**	**1,559**	**1,702**	**1,907**	**1,921**
% Age distribution <=24 to total	**51.6%**	**45.9%**	**40.9%**	**46.4%**	**46.7%**
% change	**-0.3%**	**-1.8%**	**9.2%**	**12.0%**	**0.7%**
25-28	453	504	643	748	765
% distribution to total	14.7%	14.8%	15.5%	18.2%	18.6%
29-35	437	575	718	600	680
% distribution to total	14.2%	16.9%	17.3%	14.6%	16.5%
>35	541	637	951	739	791
% distribution to total	17.6%	18.7%	22.9%	18.0%	19.2%
Subtotal - >=25	**1,431**	**1,716**	**2,312**	**2,087**	**2,236**
% Age distribution >=25 to total	**46.5%**	**50.5%**	**55.6%**	**50.8%**	**54.4%**
% change	**10.8%**	**19.9%**	**34.7%**	**-9.7%**	**7.1%**
Unknown	61	124	143	116	99
% distribution to total	2.0%	3.6%	3.4%	2.8%	2.4%
Total	**3,081**	**3,400**	**4,158**	**4,110**	**4,256**
% change	5%	10%	22%	-1%	4%

Table 2.2.4 - Graduates by Aboriginal Status [1]

	2000/01	2001/02	2002/03	2003/04	2004/05	Cumulative % Change 2000/01 to 2004/05
Red River College						
First Nations	139	121	153	74	148	6.5%
Metis	71	74	65	120	90	26.8%
Inuit	0	1	0	0	0	-
Non-status	13	10	13	8	17	30.8%
Subtotal	**223**	**206**	**231**	**202**	**255**	**14.3%**
% change yr/yr	**-5%**	**-8%**	**12%**	**-13%**	**26%**	**-658.1%**
Assiniboine Community College						
First Nations	92	79	120	129	100	8.7%
Metis	36	50	11	38	51	41.7%
Inuit	0	0	0	0	0	-
Non-status	0	0	0	0	0	-
Subtotal	**128**	**129**	**131**	**167**	**151**	**18.0%**
% change yr/yr	**86%**	**1%**	**2%**	**27%**	**-10%**	
University College of the North						
First Nations	66	133	170	115	131	98.5%
Metis	27	18	23	22	34	25.9%
Inuit	0	0	0	0	2	-
Non-status	0	0	0	0	0	-
Subtotal	**93**	**151**	**193**	**137**	**167**	**79.6%**
% change yr/yr	**-31%**	**62%**	**28%**	**-29%**	**22%**	
École technique et professionnelle [2]						
First Nations	0	0	0	0	0	0.0%
Metis	0	0	0	0	0	0.0%
Inuit	0	0	0	0	0	0.0%
Non-status	0	0	0	0	0	0.0%
Total College						
First Nations	297	333	443	318	379	27.6%
Metis	134	142	99	160	175	30.6%
Inuit	0	1	0	0	2	-
Non-status	13	10	13	8	17	30.8%
Total	**444**	**486**	**555**	**506**	**573**	**29.1%**
% change yr/yr	**1%**	**9%**	**14%**	**-9%**	**13%**	

Notes:

1. Aboriginal status is self-declared.

2. There are no self-declared Aboriginal students ETP.

Table 2.2.4 (a) Aboriginal Graduates Distribution to Total College Graduates

	2000/01	2001/02	2002/03	2003/04	2004/05
Red River College					
RRC Total Aboriginal Graduates	223	206	231	202	255
Total RRC Graduates	2,086	2,416	3,015	3,040	3,158
% Distribution of Aboriginal Graduate	**10.7%**	**8.5%**	**7.7%**	**6.6%**	**8.1%**
Assiniboine Community College					
ACC Total Aboriginal Graduates	128	129	131	167	151
Total ACC Graduates	759	692	794	788	762
% Distribution of Aboriginal Graduate	**16.9%**	**18.6%**	**16.5%**	**21.2%**	**19.8%**
University College of the North					
UCN Total Aboriginal Graduates	93	151	193	137	167
Total KCC Graduates	**157**	**215**	**271**	**192**	**241**
% Distribution of Aboriginal Graduate	**59.2%**	**70.2%**	**71.2%**	**71.4%**	**69.3%**
École technique et professionnelle					
ÉTP Total Aboriginal Graduates	0	0	0	0	0
Total ÉTP Graduates	78	76	77	90	95
% Distribution of Aboriginal Graduate	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
TOTAL					
Aboriginal Graduates	444	486	555	506	573
Total College Graduates	3,080	3,399	4,157	4,110	4,256
% Distribution of Aboriginal Graduate	**14.4%**	**14.3%**	**13.4%**	**12.3%**	**13.5%**

Table 2.2.5 - Graduates by College and Program

Red River Community College

Program	2000/01	2001/02	2002/03	2003/04	2004/05
Aboriginal and Teacher Education					
Aboriginal Language Specialist	-	-	-	4	7
Aboriginal Interpreter	10	9	10	0	-
Aboriginal Self-Government Administration	-	-	12	11	6
Adult Grade 11	-	-	5	3	-
Business Skills Integrated	10	9	11	0	15
Business Teacher Education	14	11	17	6	-
College Preparation	24	31	13	20	-
Community Centered Therapy	20	0	47	1	-
Dental Assisting - All Levels	-	-	1	0	49
Economic Resource Worker	16	-	-	-	-
Human Resource Support Worker	-	15	-	-	-
Industrial Arts - Teacher Education	7	7	1	0	-
Industrial Arts/Technology Teacher Ed.	3	0	9	6	-
Integrated Pre Trades Program (ACCESS)	0	0	4	5	2
Microcomputer Applications	11	9	8	8	15
Vocational Industrial Teacher Education	21	21	11	8	-
Subtotal =	**136**	**112**	**149**	**72**	**94**
Applied Sciences					
Animal Health Technology	24	14	20	17	18
Advanced Network Technology	-	-	-	13	-
Applied Sciences	-	4	0	0	-
Chemical and Bio-sciences Technology	23	29	29	19	41
Child and Youth Care Worker	19	17	20	19	20
College Preparation for Nursing	26	28	23	22	26
Communication Engineering Technology	6	9	5	0	-
Computer Engineering Technology	29	28	19	20	-
Dental Assisting - All Levels	46	44	39	47	42
Developmental Services Worker	27	17	2	7	3
Disability and Community Support	-	-	8	14	11
Early Childhood Education	43	37	52	42	49
Early Childhood Education (Work place)	0	0	20	1	47
Electrical Engineering Technology	21	24	31	30	-
Electronic & Network Technician	11	16	20	21	-
Electronic Engineering Technology	21	22	10	10	-
Electronics Technician	0	1	0	0	-
Family Support Worker	0	19	21	15	20
Health Care Aide	65	114	131	134	101
Health Care Aide/Unit Clerk	0	21	21	0	-
Health Care Aide/Unit Clerk (PLA)	-	-	1	0	-
Instrumentation Engineering Technology	7	9	8	13	-
Medical Laboratory Sciences (new 02/03)	-	-	-	15	29
Medical Radiologic Technology	14	22	20	18	21
Medical Radiological Assistant	8	5	0	4	-
Medical Radiological Resident Physicians	6	6	0	0	8
Mental Health Support Worker	-	-	-	8	14
Metis Child, Family and Community	-	-	-	48	-
MRI & Spectroscopy	11	7	5	6	21
Nursing (Accelerated Diploma)	-	-	76	67	69
Prior Learing Assessment Program	-	-	-	-	1
Radiation Therapy	18	14	15	14	11
RN Refresher for Korean Nurses	-	-	26	26	24
Scientific Research Skills Program	14	20	21	19	18
Subtotal =	**439**	**527**	**643**	**669**	**594**

Table 2.2.5 - Graduates by College and Program

Red River Community College con't..

Program	2000/01	2001/02	2002/03	2003/04	2004/05
Business & Applied Arts					
Administrative Assistant	11	21	1	0	-
Advertising Art	39	48	51	0	-
American Sign Language - English	2	0	4	3	2
Aviation Management	-	-	11	11	14
Basic Business	1	5	0	0	-
Basic Salesmanship	4	2	0	0	-
Business Accountancy	-	-	-	-	-
Business Administration	219	206	220	236	246
Business Administration Co-op	19	6	5	10	13
Certificate in Adult Education	1	-	-	-	-
Client Server Programmer	-	1	-	-	-
Commerce/Industry Sales & Marketing	43	32	29	39	38
Commercial Baking	6	0	7	0	-
Computer Accounting Technician	61	50	54	54	44
Computer Analyst/Programmer	88	97	93	83	82
Creative Communications	48	52	41	47	63
Culinary Arts	40	46	49	27	45
Deaf Studies	12	4	11	11	15
Digital Multimedia Technology	-	-	-	15	33
Entrepreneurship	-	-	-	-	-
Graphic Arts	-	4	0	56	43
Health Information Technologist	0	13	0	20	1
Hotel and Restaurant Administration	21	22	15	13	22
Information Systems Technology	36	46	49	45	37
International Business	6	15	7	8	14
Library and Information Technology	19	0	25	2	20
Microcomputer Bus. Network Analyst	-	1	0	0	-
Professional Baking	-	-	-	5	6
Tourism	15	2	19	12	15
Subtotal =	**691**	**673**	**691**	**697**	**753**
Education, Curriculum & Learning					
Academic for University /College Entry	23	91	106	114	90
Academic Foundations	-	-	-	6	9
Adult 10	18	33	21	0	-
Adult 11	18	16	19	14	17
Adult 12	16	17	21	33	24
Advance Academic English Prep	-	-	-	-	8
Business Teacher Education	-	-	-	-	8
Canadian Communication for Physicians	-	-	19	1	18
English for Academic Purposes	16	14	33	36	19
English for Business Communications	0	0	15	0	-
English for Business Purposes	0	0	0	18	-
English for Commercial Drivers	4	-	-	-	-
English for Communication	-	-	-	11	-
English for Health Care Aides	-	14	59	20	14
English for Professional Studies					27
English for Technical Studies	12	8	34	25	30
ESL Nursing Refresher	0	17	0	44	27
Industrial Arts/Technology Teacher Ed.	-	-	-	-	16
Intensive ESL - All Levels	97	125	325	365	334
Introduction to Business	37	30	26	22	27
Introduction to Computer Accounting Tech.	7	11	11	0	-
Pre-English for Nursing	-	0	32	0	-
Summer ESL for Korean Nurses	-	15	0	0	-
Vocational Industrail Teacher Education	-	-	-	-	11
Subtotal =	**248**	**391**	**721**	**709**	**679**
Distance Education					
Dental Assisting	**0**	**0**	**1**	**0**	**0**

Table 2.2.5 - Graduates by College and Program

Red River Community College con't..

Program	2000/01	2001/02	2002/03	2003/04	2004/05
Industrial Technologies					
Advanced Network Technology	-	-	4	0	14
Advanced Welding	-	5	0	0	-
Aerospace Manufacturing	-	25	0	0	-
Architectural CAD Technology	0	0	1	13	-
Architectural /Engineering Tech	-	-	-	-	19
Automotive Technician	41	40	57	60	-
Building Design CAD Technology	12	12	10	7	17
Carpentry & Woodworking	23	20	25	22	30
Civil Technician/Technology	1	1	0	1	1
CNC Machine Operator	2	0	2	1	-
Computor Engineering Technology	-	-	-	-	16
Design & Construction Technology	11	14	14	0	-
Electrical	35	32	29	28	26
Electrical Engineering Technology	-	-	-	-	27
Entry Level Manufacturing	-	11	0	0	-
Electronic & Network Technicina	-	-	-	-	10
Electronic Engineering Technology	-	-	-	-	22
Environmental Protection Technology	7	9	8	11	8
Geomatics Technology	5	2	12	14	11
GIS Technology	9	10	13	24	12
Greenspace Management	11	8	11	13	10
Heavy Duty Equipment Technician	4	8	1	0	-
Instrumentation Engineering Technology	-	-	-	-	6
Machine CAD Technology	0	0	0	0	-
Mechanical Engineering Technology	0	6	8	0	16
Mechanical Engineering Technology Co-op	5	0	12	21	-
Mechanical Systems CAD Technology	3	1	0	0	-
Municipal Technology	20	20	15	32	21
Piping Trades	29	22	24	22	22
Plumbing Cross Connection Control	4	12	10	5	11
Precision Metal Fabrication	-	-	3	4	1
Refrigeration and Air Conditioning	16	10	12	9	14
Structural CAD Technology	-	-	-	-	15
Structural Technology	11	8	20	20	-
Survey Technology	1	-	-	-	-
Welding	24	23	24	29	13
Wood Products Manufacturing	6	7	5	9	6
Subtotal =	**280**	**306**	**320**	**345**	**348**
Regional Centers					
Academic Foundations	-	-	-	10	24
Accounting	-	-	-	-	-
Administrative Studies	-	-	-	4	-
Applied Counselling Skills	9	25	32	30	30
Assertiveness and Competency Skills	-	9	0	0	-
Basic Essential Skills Toolskit	-	-	-	-	6
Book keeping and Small Business	-	4	11	8	12
Business & Administration Studies	8	16	13	3	26
Business Accounting & Management	-	-	9	9	11
Health Care Aide	129	130	108	163	137
Intergrated Pre-Trades	-	-	-	-	7
Office Technician Program	19	17	15	14	14
Para Educator	-	28	50	43	27
Police & Security Studies	-	-	-	-	-
Pre Employment Training	-	-	35	30	22
Preparation for GED - Portage	-	-	-	-	9
Receptionist / Office Clerk	18	4	0	2	-
Senior 3	-	-	-	1	7
Senior 4	-	-	-	-	29
Small Engine Repair	-	-	-	-	12
Subtotal =	**183**	**233**	**273**	**317**	**373**

Table 2.2.5 - Graduates by College and Program

Red River Community College con't..

Program	2000/01	2001/02	2002/03	2003/04	2004/05
Transportatio, Aviation & Manufacturing					
Aerospace Manufacturing	-	15	20	0	-
Aircraft Maintenance Engineer	-	-	32	31	48
Aircraft Structural Repair Technician	-	-	16	8	-
Automotive Technician	-	-	-	-	61
Gas Turbine Overhaul	-	13	13	24	24
Introduction to Aircraft Maintenance	-	0	16	5	4
Non-Destructive Testing	-	11	11	23	28
Collision Refinishing	4	5	4	6	9
Collision Repair and Refinishing	20	24	14	19	27
Heavy Duty Equipment Mechanic	30	21	31	32	32
Machine Shop Practice	3	5	2	3	1
Manufacturing Design CAD Technology	5	4	2	2	6
Manufacturing Technician	13	9	7	15	5
Power Engineer - All Classes	27	40	34	43	44
Power Equipment Technician	7	14	15	14	10
Technical Communication	-	-	-	6	7
Technology Management	-	-	-	-	6
Subtotal =	**109**	**161**	**217**	**231**	**312**
Total	**2,086**	**2,403**	**3,015**	**3,040**	**3,153**
% change	**2.2%**	**15.2%**	**25.5%**	**0.8%**	**3.7%**

Table 2.2.5 - Graduates by College and Program

Assiniboine Community College

Programs	2000/01	2001/02	2002/03	2003/04	2004/05
Base Budget					
Aboriginal Community Development	14	11	14	14	20
Accounting & Finance	-	-	-	-	3
Agribusiness	45	35	32	26	32
Argibusiness	-	-	-	-	3
Automotive Technician	9	12	7	21	17
Business Administration	86	57	85	64	67
Business Information Management	-	-	-	-	1
Carpentry and Woodworking	11	10	9	13	11
Child Care Centre Administration	1	1	1	0	0
Civil Technician	-	-	2	1	1
Community Social Development Worker	18	16	16	14	1
Community Support Worker	-	-	-	-	6
Computer Systems Technician	6	2	2	8	2
Computer Systems Technology	8	15	14	20	14
Construction Electrician	13	12	14	12	14
Culinary Arts	-	7	9	5	10
Early Childhood Education	19	17	17	26	23
Early Childhood Program Management	-	-	3	7	8
Education Assistance	-	-	0	17	14
Electronic Technician	-	-	-	-	0
Farm Equipment Technician	2	3	14	0	0
General Business (All locations)	17	18	18	9	13
GIS Enivornmental Technology	-	-	0	0	6
Health Care Aide (Comprehensive)	59	51	118	84	79
Heavy Duty Equipment Technician	28	23	12	21	18
Hospitality/Tourism Administration	17	11	3	3	7
Industrial Metals Fabrication	16	14	16	13	14
John Deere Agricultural Technology	0	4	0	14	0
Land & Water Management	-	-	-	-	13
Mature Student High School	52	90	83	73	78
Media Production	11	17	17	21	15
Nursing (LPN)	154	142	145	153	146
Nursing Refresher (LPN)	12	16	14	16	12
Office Administration (All locations)	61	39	31	38	22
Piping Trades	10	13	11	12	11
Pork Production	-	-	-	3	0
Power Engineering	-	-	-	-	13
Professional Cooking	7	2	1	2	1
Rural Development	12	2	4	0	0
Swine Technician	3	4	0	0	0
Truck/Transport/Bus Technician	0	1	1	0	0
Web Design	-	-	13	8	6
Subtotal =	**691**	**645**	**726**	**718**	**701**
Parkland Campus					
Automotive Technician	-	-	7	0	0
Business Administration	18	9	12	11	6
Carpentry & Woodworking	-	-	-	-	11
College Preparation	8	0	0	0	0
Computer Support Specialist	-	-	-	-	9
Early Childhood Education	14	0	16	0	15
General Business	0	0	4	13	1
Health Care Aide (Comprehensive)	12	18	18	20	10
Integrated Motive Power Trades	9	0	0	0	0
Mature Student High School	0	13	11	18	9
Office Administration	7	7	0	0	0
Subtotal =	**68**	**47**	**68**	**62**	**61**
Total	**759**	**692**	**794**	**780**	**762**
% change	**26.5%**	**-8.8%**	**14.7%**	**-1.8%**	**-2.3%**

University College of the North

Programs	2000/01	2001/02	2002/03	2003/04	2004/05
Administrative Assistant	5	3	4	4	3
Automotive Technician	3	3	14	27	10
Basic Electrical	7	7	12	14	12
Basic Maintenance	-	-	-	11	7
Building a Sustainable Workforce	-	20	0	0	0
Business Accountancy	-	3	0	1	2
Business Administration	9	16	16	17	11
Carpentry Woodwork	1	-	-	-	4
Chemical Engineering Technology	5	1	0	4	4
Civil/CAD Technology Co-Op	-	-	3	3	1
Commercial Cooking	5	0	0	1	5
Computer Business Applications	9	12	20	7	11
Computer Business Skills	18	14	11	4	6
Computer Program/ Analyst	11	6	6	2	4
Computer Systems Technology	3	2	2	0	4
Commercial Cooking	-	11	4	7	-
Dental Assisting	10	11	16	14	10
Early Childhood Education	4	3	13	0	0
Early Childhood Education Assistant	-	-	6	0	0
Eco tourism	0	0	1	1	0
Electronic/Electrical Technician	0	0	0	3	4
Facilities Technician	13	19	25	13	2
General Studies	26	40	51	14	61
Health Care Aide	0	12	30	14	37
Heavy Duty Mechanics	1	4	6	6	7
Industrial Mechanist / Millwright	2	-	-	-	0
Industrial Welding	9	0	4	0	7
Law Enforcement Career Prep	0	5	6	15	9
Natural Resource Management Technician	13	21	19	8	11
Nursing	0	2	0	0	0
Recreation Community Leader	0	0	2	0	0
Retroactive Justice	-	-	-	2	0
Small Motor Repair	-	-	-	-	8
Transition Year Program	-	-	-	-	1
Total	**154**	**215**	**271**	**192**	**241**
% change	**-32.2%**	**39.6%**	**26.0%**	**-29.2%**	**25.5%**

Table 2.2.5 - Graduates by College and Program

École technique et professionnelle

Programs	2000/01	2001/02	2002/03	2003/04	2004/05
Adminstration des affaires (Business Administration	19	22	17	17	26
Gestion de bureau (Office Management)	2	5	4	4	0
Éducation en services de garde (Early Childhood Education)	7	6	0	0	6
Aide en soins de santé (Health Care Aide)	33	15	22	22	25
Sciences infirmières (nursing)	-	-	-	13	7
Informatique (Computer Analyst)	6	11	11	11	10
Communication multimédia (Multimedia Communication)	11	12	17	17	17
Tourisime (Tourisim)	-	5	6	6	4
Total	**78**	**76**	**77**	**90**	**95**
% change	**9.9%**	**-2.6%**	**1.3%**	**16.9%**	**5.6%**

CHAPTER 3 – UNIVERSITY AND COLLEGE RETENTION

CHAPTER 3: UNIVERSITY AND COLLEGE RETENTION

3.0 Background

This chapter presents data showing retention and graduation rates of full-time students in credit programs at Manitoba's universities and colleges.

Universities and colleges do not have the capacity to track students who leave to attend another post-secondary institution. University data have been adjusted based on surveys to provide an estimate of the number of students transferring to another post-secondary institution. This analysis helps to report the most complete information regarding the success of students in the post-secondary system in Manitoba.

Universities' graduation and retention data included in the 2006 Compendium have been revised to reflect corrections in data received by universities, as well as to account for students changing program, and going from full- to part-time studies and vice versa. Readers of the 2006 Compendium who refer back to the 2005 edition will notice slight differences in the percentages reported in the universities tables.

3.1 University Retention

Table 3.1a shows graduation and retention rates for students who enter university as full-time students in programs that do not require previous post-secondary studies ("First Entry Programs").

The percent of students graduating from First Entry Programs after five years has increased from 51.6% for the 1999 cohort to 53.8% for the 2001 cohort. Attrition has decreased slightly at the five-year mark, declining from 25.3% for the 1999 cohort to 24.1% for the 2001 cohort.[1] This appears to be the result of a greater percentage of students choosing to continue their studies rather than leave university.

Table 3.1b shows graduation and retention rates for students who enter a program that requires previous post-secondary study ("Second Entry Programs").

In contrast to First Entry Programs, the percentage of students graduating from Second Entry Programs after five years increased from 92.8% for the 1999 cohort to 94.3% for the 2001 cohort. The percentage of students withdrawing from Second Entry Programs over the three years has decreased from 5.3% for the 1999 cohort to 4.0% for the 2001 cohort.

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[1] A 'cohort' refers to those students who entered a program in a particular year. Thus, the 1999 cohort refers to those students who entered their program in 1999. Rates are calculated after the end of the first year, fifth year and seventh year of studies after entry into the program. Thus, the 1999 cohort is assessed in 2000 (end of first year), 2004 (end of fifth year), and 2006 (end of seventh year).

Table 3.1c shows graduation and retention rates for students in co-operative education programs. Co-operative education programs are tracked differently from First and Second Entry Programs, recognizing the fact that work placements require periods away from formal study, lengthening the duration of the program.

The percentage of students graduating from Co-operative Education Programs after six years increased from 92.4% for the 1998 cohort to 97.4% for the 1999 cohort. The percentage of students withdrawing from Co-operative Education Programs has decreased from 2.5% for the 1998 cohort to zero withdrawals for the 1999 cohort.

When First and Second Entry programs are assessed together, the graduation rate for Manitoba universities has increased from 63.1% for the 1999 cohort, to 64.8% for the 2000 cohort, and 66.1% for the 2001 cohort.

Manitoba compares well to graduation rates elsewhere in Canada. Other research notes that overall, 58% of Canadian students graduated five years after entering their program. In the United States, however, only 50% of students graduate five years after starting university.[2]

[2] Gilbert, Sid. *Research Report # 1: Attrition in Canadian Universities.* Ottawa: Commission of Inquiry on Canadian University Education, 1991.

3.1a Undergraduate First Entry Program – All Universities*

Cohort Year	Students Entering in 1999			Students Entering in 2000			Students Entering in 2001		
No. Years of Study (calendar year)	After 1 Year (2000)	After 5 Years (2004)	After 7 Years (2006)	After 1 Year (2001)	After 5 Years (2005)	After 7 Years (2007)	After 1 Year (2002)	After 5 Years (2006)	After 7 Years (2008)
% Graduated	0.1%	51.6%	63.1%	0.1%	51.6%	-	0.0%	53.8%	-
% Continuing	75.9%	11.1%	2.2%	75.8%	10.9%	-	76.2%	10.2%	-
% Transferred	6.1%	9.9%	8.9%	6.1%	10.3%	-	6.4%	10.0%	-
Success Rate	**82.0%**	**72.6%**	**74.2%**	**82.0%**	**72.8%**	**-**	**82.7%**	**74.0%**	**-**
% Attrition	17.3%	25.3%	24.1%	17.4%	26.7%	-	16.0%	24.1%	-
% Ineligible to Proceed	0.7%	2.0%	1.7%	0.6%	0.6%	-	1.3%	1.9%	-
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**-**	**100.0%**	**100.0%**	**-**

* This table does not include students who switched from a first entry program (like University 1) to a "second entry program" such as medicine.

3.1b Undergraduate Second Entry Program – All Universities*

Cohort Year	Students Entering in 1999			Students Entering in 2000			Students Entering in 2001		
No. Years of Study (calendar year)	After 1 Year (2000)	After 5 Years (2004)	After 7 Years (2006)	After 1 Years (2001)	After 5 Years (2005)	After 7 Years (2007)	After 1 Year (2002)	After 5 Years (2006)	After 7 Years (2008)
% Graduated	0.1%	92.8%	94.0%	0.0%	94.1%	-	0.0%	94.3%	-
% Continuing	91.1%	0.5%	0.1%	92.0%	0.5%	-	93.5%	0.6%	-
% Transferred	1.8%	1.4%	1.1%	1.6%	1.1%	-	1.3%	1.0%	-
Success Rate	**92.9%**	**94.7%**	**95.3%**	**93.6%**	**95.6%**	**-**	**94.8%**	**95.9%**	**-**
% Attrition	7.0%	5.3%	4.7%	6.4%	4.4%	-	5.1%	4.0%	-
% Ineligible to Proceed	0.1%	0.1%	0.0%	0.0%	0.0%	-	0.1%	0.1%	-
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**-**	**100.0%**	**100.0%**	**-**

* This table includes students entering a second program with a degree, or transferring in from another program within the same university to a program requiring prerequisite university studies. Students in co-operative education programs are not included.

3.1c Co-operative Education Programs –University of Manitoba*

Cohort Year	Entering in 1998			Entering in 1999		
No. Years of Study (calendar year)**	**After 1 Year (1999)**	**After 6 Years (2004)**	**After 8 Years (2006)**	**After 1 Year (2000)**	**After 6 Years (2005)**	**After 8 Years (2007)**
% Graduated	0.0%	92.4%	98.8%	0.0%	97.4%	-
% Continuing	98.6%	5.1%	1.2%	100.0%	2.6%	-
% Transferred	0.0%	0.0%	0.0%	0.0%	0.0%	-
Success Rate	**98.6%**	**97.5%**	**100.0%**	**100.0%**	**100.0%**	**-**
% Attrition	1.4%	2.5%	0.0%	0.0%	0.0%	-
% Ineligible to Proceed	0.0%	0.0%	0.0%	0.0%	0.0%	-
Total***	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**-**

* Only the University of Manitoba reports data for co-operative education programs.

** In recognition that co-operative education programs by definition require students to leave formal study for periods of work-placements, co-op students are tracked after 1 year, 6 years, and 8 years, as opposed to 1, 5, and 7 years after program entry for First and Second Entry Programs.

*** May not add due to rounding.

3.2 Colleges Graduation and Retention Rates

Table 3.2a shows that 61.9% of certificate students first entering college as full-time students in 2001 completed their program within two years. Only 1.2% of the original cohort was continuing a certificate program after four years.

Table 3.2b shows that 49.6% of full-time diploma students entering a program in 2001 completed their program within three years. After four years, 52.2% of students had graduated from their diploma program.

Manitoba college students entering their program in 2001 had a 66.0% success rate for certificate programs after two years and a 55.6% success rate for diploma program after three years.

When certificate and diploma programs are looked at together for the 2001 cohort, colleges in Manitoba enjoyed a 58.7% success rate after four years of study, with just over one-third (35.1%) of students leaving the program before graduation.

3.2a Certificate Programs – All Colleges

Cohort Year	2000				2001			
No. Years of Study (calendar year)	After 1 Year (2001)	After 2 Years (2002)	After 3 Years (2003)	After 4 Years (2004)	After 1 Year (2002)	After 2 Years (2003)	After 3 Years (2004)	After 4 Years (2005)
% Graduated	42.5%	64.1%	66.2%	66.8%	39.6%	61.9%	63.2%	63.8%
% Continuing	34.3%	4.1%	1.5%	0.5%	36.9%	4.1%	2.1%	1.2%
Success Rate	**76.8%**	**68.2%**	**67.8%**	**67.3%**	**76.5%**	**66.0%**	**65.3%**	**65.0%**
% Attrition	17.1%	25.2%	25.6%	26.0%	16.7%	26.0%	26.6%	26.9%
% Other	5.9%	6.6%	6.6%	6.7%	6.8%	7.9%	8.0%	8.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

3.2b Diploma Programs – All Colleges

Cohort Year	2001			
No. Years of Study (calendar year)	After 1 Year (2002)	After 2 Years (2003)	After 3 Years (2004)	After 4 Years (2005)
% Graduated	4.6%*	31.0%	49.6%	52.2%
% Continuing	69.4%	27.8%	6.0%	1.8%
Success Rate	**74.0%**	**57.8%**	**55.6%**	**54.0%**
% Attrition	25.6%	38.3%	40.3%	41.1%
% Other	0.4%	2.9%	4.1%	4.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

* Includes one-year diplomas and advanced diplomas

CHAPTER 4

UNIVERSITY AND COLLEGE STAFFING

CHAPTER 4 – UNIVERSITY AND COLLEGE STAFFING

4.0 Background

This chapter includes two sections of data and analysis on the universities and colleges for the years 2000/01 to 2004/05. Due to system constraints, the UW could not provide data for 2000/01. The first section includes data on staffing at the universities and the second section is on staffing at the colleges. Each section provides data on the number of academic faculty and support staff at each institution, as well as rank, gender and salary levels.

4.1 University

4.1.1 All Staff by type (Total Staffing)

"All staff" refers to everyone employed at a university. This includes all administrators, academic faculty, administrative staff, librarians, as well as trades people and janitorial staff. It is the sum of all full-time and part-time staff at each university in Manitoba. Full-time staff work for 12 or more months per year, while part time refers to those individuals who work for less than 12 months.

Full-time staff is shown in four categories permanent, term, reduced appointments and geographic. Part time staff is shown in three categories permanent, term and casual. A permanent staff member has a continuing appointment with no fixed end date, while staff members with term appointments work on a contract with a fixed duration. A reduced appointment is a full-time staff member working less than a full staff year with full benefits. This reduced appointment can be voluntary or required at age 69, at some universities. Full-time geographic appointment reported only at the UM, this category includes; Doctors who, in addition to their academic appointment, have a clinical practice, or casual staff who are generally on contract for short time spans. Staffing numbers are reported as of October 1 each year.

4.1.1 – All Staff by Type

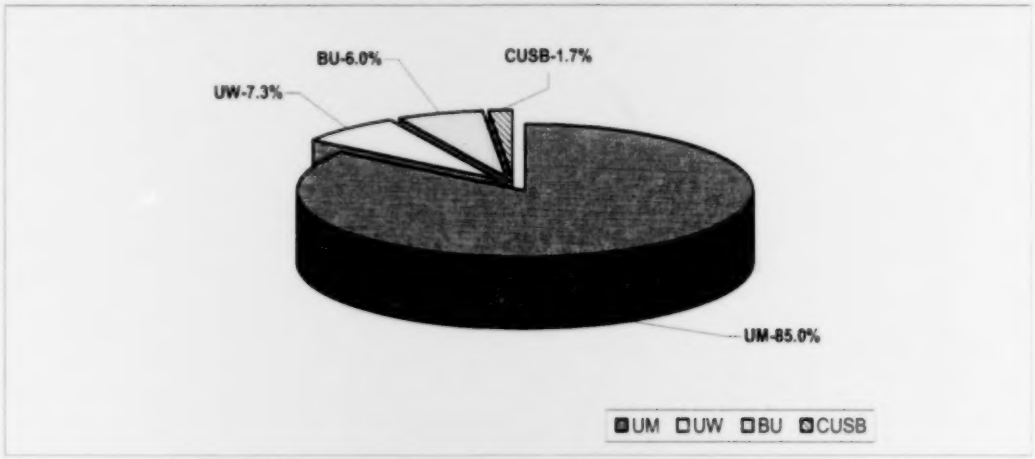
In 2004/05, Academic staff comprised 36.7% (3,049) of total staff and 63.3% (5,258) is in the Administrative component.

Table 4.1.1 - All Staff by Type

	Academic Staff					Administrative Staff					All Staff				
	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05
Full-Time															
Permanent/ Continuing	1,333	1,509	1,556	1,601	1,634	2,124	2,475	2,649	2,612	2,697	3,457	3,984	4,205	4,213	4,331
Term (≥ 12 months)	10	96	103	102	121	0	0	0	0	0	10	96	103	102	121
Reduced/ Amended Appt	31	46	50	46	38	32	33	34	30	31	63	79	84	76	69
Geographic Full-time	359	339	386	375	388	0	0	0	0	0	359	339	386	375	388
Subtotal (Full-Time)	**1,733**	**1,990**	**2,095**	**2,124**	**2,181**	**2,156**	**2,508**	**2,683**	**2,642**	**2,728**	**3,889**	**4,498**	**4,778**	**4,766**	**4,909**
% distribution to Total Staff	**74.1%**	**76.0%**	**72.1%**	**72.1%**	**71.5%**	**49.8%**	**55.5%**	**53.6%**	**53.0%**	**51.9%**	**58.3%**	**63.0%**	**60.4%**	**60.1%**	**59.1%**
Part-Time															
Part-Time Permanent	80	82	120	96	97	190	242	293	367	355	270	324	413	463	452
Term (≥ 12 months)	360	433	428	479	549	229	253	214	177	138	589	686	642	656	687
Casual /Temporary	167	115	262	248	222	1,750	1,519	1,813	1,800	2,037	1,917	1,634	2,075	2,048	2,259
Subtotal (Part-Time)	**607**	**630**	**810**	**823**	**868**	**2,169**	**2,014**	**2,320**	**2,344**	**2,530**	**2,776**	**2,644**	**3,130**	**3,167**	**3,398**
% distribution to Total Staff	**25.9%**	**24.0%**	**27.9%**	**27.9%**	**28.5%**	**50.2%**	**44.5%**	**46.4%**	**47.0%**	**48.1%**	**41.7%**	**37.0%**	**39.6%**	**39.9%**	**40.9%**
All Staff	**2,340**	**2,620**	**2,905**	**2,947**	**3,049**	**4,325**	**4,522**	**5,003**	**4,986**	**5,258**	**6,665**	**7,142**	**7,908**	**7,933**	**8,307**

Chart 4.1.1 shows the distribution by university total staff employed in 2004/05: UM employs 85.0% of total staff, UW 7.3%, BU 6.0%, and CUSB 1.7%.

Chart 4.1.1 - University Staff Distribution - 2004/05



Distribution includes Academic staff and Administrative staff.

Table 4.1.2 - All Staff by Type and University

	Academic Staff					Administrative Staff					All Staff				
	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05
University of Manitoba															
Full-Time															
Permanent/ Continuing	1,069	1,094	1,127	1,172	1,198	1,927	2,007	2,125	2,123	2,220	2,996	3,101	3,252	3,295	3,418
Term (≥ 12 months)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced/ Amended Appt	24	36	37	33	29	32	33	34	30	31	56	69	71	63	60
Geographic Full-time	359	339	386	375	388	0	0	0	0	0	359	339	386	375	388
Subtotal (Full-Time)	**1,452**	**1,469**	**1,550**	**1,580**	**1,615**	**1,959**	**2,040**	**2,159**	**2,153**	**2,251**	**3,411**	**3,509**	**3,709**	**3,733**	**3,866**
Part-Time															
Part-Time Permanent	56	53	86	68	74	163	186	233	287	281	219	239	319	365	355
Term (≥ 12 months)	345	367	376	385	437	229	253	214	177	138	574	620	590	562	575
Casual/ Temporary	167	115	262	248	222	1,750	1,519	1,813	1,800	2,037	1,917	1,634	2,075	2,048	2,259
Subtotal (Part-Time)	**568**	**535**	**724**	**701**	**733**	**2,142**	**1,958**	**2,260**	**2,274**	**2,456**	**2,710**	**2,493**	**2,984**	**2,975**	**3,189**
UM Total	**2,020**	**2,004**	**2,274**	**2,281**	**2,348**	**4,101**	**3,998**	**4,419**	**4,427**	**4,707**	**6,121**	**6,002**	**6,693**	**6,708**	**7,055**
University of Winnipeg [1]															
Full-Time															
Permanent/ Continuing	-	229	239	233	239	-	264	314	274	274	-	493	553	507	513
Term (≥ 12 months)	-	21	19	21	29	-	0	0	0	0	-	21	19	21	29
Term (< 12 months)	-	-	-	-	16	-	-	-	-	-	-	-	-	-	16
Reduced/ Amended Appt	-	2	2	2	4	-	0	0	0	0	-	2	2	2	4
Subtotal (Full-Time)	**N/A**	**252**	**260**	**256**	**288**	**N/A**	**264**	**314**	**274**	**274**	**N/A**	**516**	**574**	**530**	**562**
Part-Time															
Part-Time Permanent	-	12	16	2	3	-	23	23	28	28	-	35	39	30	31
Term (≥ 12 months)	-	0	0	0	0	-	-	-	-	0	-	-	-	-	-
Term (< 12 months)				10	16	-	-	-	-	-		-	-	10	16
Subtotal (Part-Time)	**N/A**	**12**	**16**	**12**	**19**	**N/A**	**23**	**23**	**28**	**28**	**N/A**	**35**	**39**	**40**	**47**
UW Total		**264**	**276**	**268**	**307**		**287**	**337**	**302**	**302**		**551**	**613**	**570**	**609**

Notes:
1. Due to system constraints, UW 2000/01 data is not available.
2. UW 2001/02 data can not be separated by paid and unpaid staff.

Brandon University															
Full-Time															
Permanent/ Continuing [3]	226	148	148	154	152	161	165	168	171	160	387	313	316	325	312
Term (≥ 12 months)	0	69	80	74	68	0	0	0	0	0	0	69	80	74	68
Reduced/ Amended Appt	7	8	11	11	5	0	0	0	0	0	7	8	11	11	5
Subtotal (Full-Time)	**233**	**225**	**239**	**239**	**225**	**161**	**165**	**168**	**171**	**160**	**394**	**390**	**407**	**410**	**385**
Part-Time [4]															
Part-Time Permanent	10	2	2	12	5	21	25	27	33	39	31	27	29	45	44
Term (≥ 12 months)	0	42	26	59	71	0	0	0	0	0	0	42	26	59	71
Subtotal (Part-Time)	**10**	**44**	**28**	**71**	**76**	**21**	**25**	**27**	**33**	**39**	**31**	**69**	**55**	**104**	**115**
BU Total	**243**	**269**	**267**	**310**	**301**	**182**	**190**	**195**	**204**	**199**	**425**	**459**	**462**	**514**	**500**

Notes:
3. BU 2000/01 data includes both full time term staff and permanent staff.
4. Part time term and casual numbers are not available for 2000/01.

Collège universitaire de Saint-Boniface															
Full-Time															
Permanent/ Continuing	38	38	42	42	45	36	39	42	44	43	74	77	84	86	88
Term (≥ 12 months)	10	6	4	7	8	0	0	0	0	0	10	6	4	7	8
Subtotal (Full-Time)	**48**	**44**	**46**	**49**	**53**	**36**	**39**	**42**	**44**	**43**	**84**	**83**	**88**	**93**	**96**
Part-Time															
Part-Time Permanent	14	15	16	14	15	6	8	10	9	7	20	23	26	23	22
Term (≥ 12 months)	15	24	26	25	25	0	0	0	0	0	15	24	26	25	25
Subtotal (Part-Time)	**29**	**39**	**42**	**39**	**40**	**6**	**8**	**10**	**9**	**7**	**35**	**47**	**52**	**48**	**47**
CSB Total	**77**	**83**	**88**	**88**	**93**	**42**	**47**	**52**	**53**	**50**	**119**	**130**	**140**	**141**	**143**

Table 4.1.3 shows full-time academic staff by rank and gender for all universities. And Table 4.1.3(a) illustrates percentage of full-time academic staff by gender distribution.

Table 4.1.3 - Academic Staff by Rank and Gender - Full Time Staff [1]

	2000/01				2001/02				2002/03				2003/04				2004/05			
University	F	M	Total	% Distribution to University	F	M	Total	% Distribution to University	F	M	Total	% Distribution to University	F	M	Total	% Distribution to University	F	M	Total	% Distribution to University
University of Manitoba																				
Full Professors	55	374	429	40.5%	57	369	426	38.9%	61	351	412	37.3%	66	358	424	38.0%	70	363	433	38.2%
Associate Professors	87	204	291	27.5%	90	208	298	27.2%	94	215	309	28.0%	98	214	312	28.0%	115	203	318	28.0%
Assistant Professors	113	163	276	26.0%	120	184	304	27.8%	125	192	317	28.7%	145	189	334	29.9%	134	208	342	30.2%
Lecturers	30	10	40	3.8%	32	12	44	4.0%	32	8	40	3.6%	15	5	20	1.8%	9	8	17	1.5%
Other	4	20	24	2.3%	3	20	23	2.1%	4	22	26	2.4%	4	22	26	2.3%	5	19	24	2.1%
UM Total	289	771	1,060	100.0%	302	793	1,095	100.0%	316	788	1,104	100.0%	328	788	1,116	100.0%	333	801	1,134	100.0%
University of Winnipeg [2]																				
Full Professors	-	-	-	-	14	67	81	32.7%	15	68	83	31.8%	16	66	82	29.5%	16	65	81	28.7%
Associate Professors	-	-	-	-	20	38	58	23.4%	22	40	62	23.8%	29	36	65	23.4%	30	44	74	26.2%
Assistant Professors	-	-	-	-	25	32	57	23.0%	28	35	63	24.1%	25	42	67	24.1%	25	46	71	25.2%
Lecturers	-	-	-	-	8	4	12	4.8%	4	4	8	3.1%	4	3	7	2.5%	5	2	7	2.5%
Other	-	-	-	-	14	26	40	16.1%	18	27	45	17.2%	24	33	57	20.5%	18	31	49	17.4%
UW Total	-	-	-	-	81	167	248	100.0%	87	174	261	100.0%	98	180	278	100.0%	94	188	282	100.0%
Brandon University																				
Full Professors	3	29	32	15.2%	4	32	36	18.8%	3	34	37	18.4%	4	33	37	16.9%	5	29	34	15.4%
Associate Professors	16	46	62	29.5%	15	39	54	28.3%	18	40	58	28.9%	25	38	63	28.8%	24	39	63	28.5%
Assistant Professors	25	25	50	23.8%	28	29	57	29.8%	29	31	60	29.9%	29	35	64	29.2%	27	34	61	27.6%
Lecturers	6	5	11	5.2%	4	1	5	2.6%	4	5	9	4.5%	9	1	10	4.6%	10	1	11	5.0%
Other	25	30	55	26.2%	20	19	39	20.4%	19	18	37	18.4%	24	21	45	20.5%	30	22	52	23.5%
BU Total	75	135	210	100.0%	71	120	191	100.0%	73	128	201	100.0%	91	128	219	100.0%	96	125	221	100.0%
Collège universitaire de Saint -Boniface																				
Full Professors	2	9	11	25.0%	3	7	10	25.0%	3	7	10	23.3%	3	6	9	19.6%	3	7	10	20.4%
Associate Professors	9	11	20	45.5%	8	13	21	52.5%	6	13	19	44.2%	6	16	22	47.8%	4	8	12	24.5%
Assistant Professors	3	2	5	11.4%	0	0	0	0.0%	2	3	5	11.6%	3	1	4	8.7%	2	10	12	24.5%
Lecturers	3	5	8	18.2%	4	5	9	22.5%	5	4	9	20.9%	5	6	11	23.9%	4	5	9	18.4%
Other	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	4	2	6	12.2%
CSB Total	17	27	44	100.0%	15	25	40	100.0%	16	27	43	100.0%	17	29	46	100.0%	17	32	49	100.0%
Total Universities																				
Full Professors	60	412	472	35.9%	78	475	553	35.7%	82	460	542	34.2%	89	463	552	33.8%	94	464	558	33.1%
Associate Professors	112	261	373	28.4%	133	298	431	27.8%	140	308	448	28.3%	158	304	462	28.3%	173	294	467	27.7%
Assistant Professors	141	190	331	25.2%	173	245	418	27.0%	184	261	445	28.1%	202	267	469	28.7%	188	298	486	28.8%
Lecturers	39	20	59	4.5%	48	22	70	4.5%	45	21	66	4.2%	33	15	48	2.9%	28	16	44	2.6%
Other	29	50	79	6.0%	34	45	79	5.1%	37	45	82	5.2%	48	54	102	6.2%	57	74	131	7.8%
Grand Total	381	933	1,314	100.0%	466	1,085	1,551	100.0%	488	1,095	1,583	100.0%	530	1,103	1,633	100.0%	540	1,146	1,686	100.0%

Notes:

1. Total includes Deans and Directors equivalent to Deans for full time staff only.
2. Due to system constraints, U of W could not provide 2000/01 data.

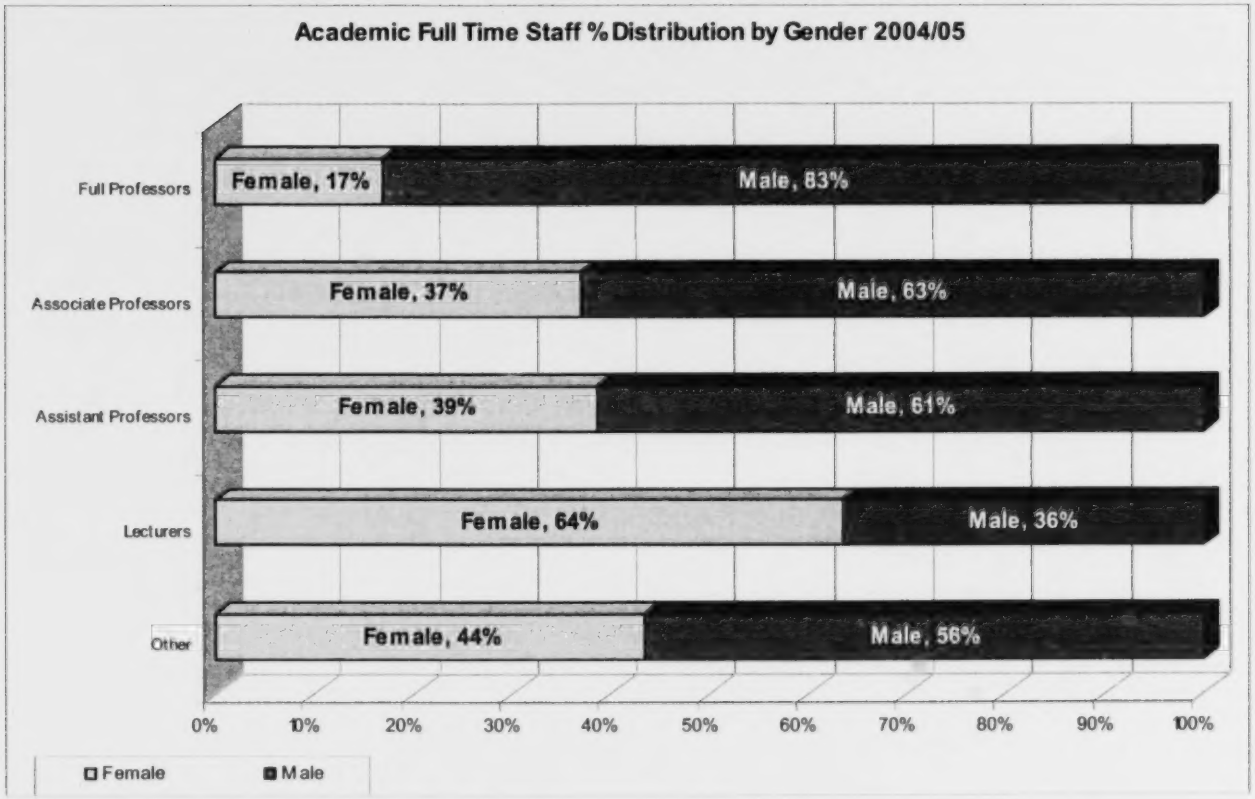

Academic Full Time Staff % Distribution by Gender 2004/05
Full Professors
Female, 17%
Male, 83%
Associate Professors
Female, 37%
Male, 63%
Assistant Professors
Female, 39%
Male, 61%
Lecturers
Female, 64%
Male, 36%
Other
Female, 44%
Male, 56%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Female
Male

Table 4.1.3 (a) - Academic Staff Gender Percentage Distribution by Rank- Full Time Staff

	2000/01		2001/02		2002/03		2003/04		2004/05	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
University of Manitoba										
Full Professors	12.8%	87.2%	13.4%	86.6%	14.8%	85.2%	15.6%	84.4%	16.2%	83.8%
Associate Professors	29.9%	70.1%	30.2%	69.8%	30.4%	69.6%	31.4%	68.6%	36.2%	63.8%
Assistant Professors	40.9%	59.1%	39.5%	60.5%	39.4%	60.6%	43.4%	56.6%	39.2%	60.8%
Lecturers	75.0%	25.0%	72.7%	27.3%	80.0%	20.0%	75.0%	25.0%	52.9%	47.1%
Other	16.7%	83.3%	13.0%	87.0%	15.4%	84.6%	15.4%	84.6%	20.8%	79.2%
UM Total	**27.3%**	**72.7%**	**27.6%**	**72.4%**	**28.6%**	**71.4%**	**29.4%**	**70.6%**	**29.4%**	**70.6%**
University of Winnipeg										
Full Professors	-	-	17.3%	82.7%	18.1%	81.9%	19.5%	80.5%	19.8%	80.2%
Associate Professors	-	-	34.5%	65.5%	35.5%	64.5%	44.6%	55.4%	40.5%	59.5%
Assistant Professors	-	-	43.9%	56.1%	44.4%	55.6%	37.3%	62.7%	35.2%	64.8%
Lecturers	-	-	66.7%	33.3%	50.0%	50.0%	57.1%	42.9%	71.4%	28.6%
Other	-	-	35.0%	65.0%	40.0%	60.0%	42.1%	57.9%	36.7%	63.3%
UW Total	**-**	**-**	**32.7%**	**67.3%**	**33.3%**	**66.7%**	**35.3%**	**64.7%**	**33.3%**	**66.7%**
Brandon University										
Full Professors	9.4%	90.6%	11.1%	88.9%	8.1%	91.9%	10.8%	89.2%	14.7%	85.3%
Associate Professors	25.8%	74.2%	27.8%	72.2%	31.0%	69.0%	39.7%	60.3%	38.1%	61.9%
Assistant Professors	50.0%	50.0%	49.1%	50.9%	48.3%	51.7%	45.3%	54.7%	44.3%	55.7%
Lecturers	54.5%	45.5%	80.0%	20.0%	44.4%	55.6%	90.0%	10.0%	90.9%	9.1%
Other	45.5%	54.5%	51.3%	48.7%	51.4%	48.6%	53.3%	46.7%	57.7%	42.3%
BU Total	**35.7%**	**64.3%**	**37.2%**	**62.8%**	**36.3%**	**63.7%**	**41.6%**	**58.4%**	**43.4%**	**56.6%**
Collège univesitaire de Saint -Boniface										
Full Professors	18.2%	81.8%	30.0%	70.0%	30.0%	70.0%	33.3%	66.7%	30.0%	70.0%
Associate Professors	45.0%	55.0%	38.1%	61.9%	31.6%	68.4%	27.3%	72.7%	33.3%	66.7%
Assistant Professors	60.0%	40.0%	0.0%	0.0%	40.0%	60.0%	75.0%	25.0%	16.7%	83.3%
Lecturers	37.5%	62.5%	44.4%	55.6%	55.6%	44.4%	45.5%	54.5%	44.4%	55.6%
Other	-	-	-	-	-	-	-	-	66.7%	33.3%
CSB Total	**38.6%**	**61.4%**	**37.5%**	**62.5%**	**37.2%**	**62.8%**	**37.0%**	**63.0%**		
Total Universities										
Full Professors	12.7%	87.3%	14.1%	85.9%	15.1%	84.9%	16.1%	83.9%	16.8%	83.2%
Associate Professors	30.0%	70.0%	30.9%	69.1%	31.3%	68.8%	34.2%	65.8%	37.0%	63.0%
Assistant Professors	42.6%	57.4%	0.0%	0.0%	41.3%	58.7%	43.1%	56.9%	38.7%	61.3%
Lecturers	66.1%	33.9%	68.6%	31.4%	68.2%	31.8%	68.8%	31.3%	63.6%	36.4%
Other	36.7%	63.3%	43.0%	57.0%	45.1%	54.9%	47.1%	52.9%	43.5%	56.5%
Grand Total	**29.0%**	**71.0%**	**30.0%**	**70.0%**	**30.8%**	**69.2%**	**32.5%**	**67.5%**	**32.0%**	**68.0%**

As shown in Table 4.1.3(b), mean salary levels for academic staff increased at all universities over the five year period.

Table 4.1.3(b)- Academic Staff Mean Salary by Rank - Full Time Staff

University [1]	Mean Salary [2] 2000/01	2001/02	2002/03	2003/04	2004/05	Cumulative % change
University of Manitoba						
Full Professors	$97,285	$101,973	$105,663	$109,927	$115,496	**18.7%**
Associate Professors	$76,975	$79,903	$83,243	$85,830	$88,397	**14.8%**
Assistant Professors	$61,874	$65,667	$67,033	$68,103	$72,364	**17.0%**
Lecturers	$47,791	$50,351	$52,091	$59,940	$61,242	**28.1%**
Other	-	-	-	-	-	-
UM - Overall Mean	**$81,028**	**$84,209**	**$86,809**	**$90,249**	**$94,492**	**16.6%**
University of Winnipeg [3]						
Full Professors	-	$87,744	$89,933	$84,957	$97,450	**11.1%**
Associate Professors	-	$65,223	$66,540	$70,632	$73,945	**13.4%**
Assistant Professors	-	$48,881	$50,418	$55,821	$57,808	**18.3%**
Lecturers	-	$43,523	$43,881	$46,733	$48,480	**11.4%**
Other	-	$52,773	$53,327	$55,389	$60,498	**14.6%**
UW - Overall Mean	-	**$65,816**	**$66,774**	**$70,379**	**$73,455**	**11.6%**
Brandon University						
Full Professors	$84,622	$87,191	$94,802	$97,984	$97,718	**15.5%**
Associate Professors	$66,324	$69,138	$75,714	$78,031	$77,035	**16.1%**
Assistant Professors	$50,783	$51,440	$57,813	$61,116	$60,816	**19.8%**
Lecturers	$41,676	$40,770	$45,734	$48,261	$48,322	**15.9%**
Other	$49,028	$50,181	$54,535	$59,693	$57,927	**18.2%**
BU - Overall Mean	**$58,487**	**$59,744**	**$65,750**	**$69,017**	**$68,364**	**16.9%**
Collège universitaire de Saint -Boniface [4]						
Full Professors	$86,063	$90,725	$93,447	$96,251	$98,447	**14.4%**
Associate Professors	$72,156	$78,189	$78,475	$80,829	$80,830	**12.0%**
Assistant Professors	$46,800	$48,672	$50,132	$51,636	$53,555	**14.4%**
Lecturers	$43,460	$45,199	$46,555	$47,951	$69,678	**60.3%**
Other	-	-	-	-	-	-
CUSB - Overall Mean	**$67,534**	**$73,900**	**$71,980**	**$73,446**	**N/A**	**N/A**

Notes:

1. Full time staff includes Deans and Directors equivalent to Deans.
2. Mean salary is calculated by the universities.
3. Due to system constraints, UW 2000/01 data is not available.
4. CUSB did not provide a mean salary for overall full time academic staff in 2004/05.

Analysis by gender in Table 4.1.4 shows that women continue to dominate over 60% of the administrative and support positions at all four universities.

Table 4.1.4 - Administrative and Support Staff by Gender - Full and Part time[1] (revised)

	2000/01			2001/02			2002/03			2003/04			2004/05		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
University of Manitoba															
Full-Time	1,180	779	**1,959**	1,215	825	**2,040**	1,302	857	**2,159**	1,304	849	**2,153**	1,363	883	**2,246**
Part-Time	300	92	**392**	343	96	**439**	345	102	**447**	367	107	**474**	313	106	**419**
UM Total	**1,480**	**871**	**2,351**	**1,558**	**921**	**2,479**	**1,647**	**959**	**2,606**	**1,671**	**956**	**2,627**	**1,676**	**989**	**2,665**
Gender Distribution by University	**63.0%**	**37.0%**		**62.8%**	**37.2%**		**63.2%**	**36.8%**		**63.6%**	**36.4%**		**62.9%**	**37.1%**	
University of Winnipeg [2]															
Full-Time	-	-	**N/A**	163	101	**264**	202	112	**314**	171	103	**274**	171	103	**274**
Part-Time	-	-	**N/A**	22	1	**23**	22	1	**23**	21	7	**28**	20	8	**28**
UW Total	**-**	**-**	**N/A**	**185**	**102**	**287**	**224**	**113**	**337**	**192**	**110**	**302**	**191**	**111**	**302**
Gender Distribution by University				**64.5%**	**35.5%**		**66.5%**	**33.5%**		**63.6%**	**36.4%**		**63.2%**	**36.8%**	
Brandon University															
Full-Time	117	44	**161**	118	47	**165**	122	46	**168**	123	48	**171**	114	46	**160**
Part-Time	18	3	**21**	19	6	**25**	21	6	**27**	27	6	**33**	35	4	**39**
BU Total	**135**	**47**	**182**	**137**	**53**	**190**	**143**	**52**	**195**	**150**	**54**	**204**	**149**	**50**	**199**
Gender Distribution by University	**74.2%**	**25.8%**		**72.1%**	**27.9%**		**73.3%**	**26.7%**		**73.5%**	**26.5%**		**74.9%**	**25.1%**	
Collège univesitaire de Saint-Boniface															
Full-Time	25	11	**36**	27	12	**39**	28	14	**42**	30	14	**44**	28	15	**43**
Part-Time	3	3	**6**	5	3	**8**	4	6	**10**	4	5	**9**	6	1	**7**
CSB Total	**28**	**14**	**42**	**32**	**15**	**47**	**32**	**20**	**52**	**34**	**19**	**53**	**34**	**16**	**50**
Gender Distribution by University	**66.7%**	**33.3%**		**68.1%**	**31.9%**		**61.5%**	**38.5%**		**64.2%**	**35.8%**		**68.0%**	**32.0%**	
Total Universities															
Full-Time	1,322	834	**2,156**	1,523	985	**2,508**	1,654	1,029	**2,683**	1,628	1,014	**2,642**	1,676	1,047	**2,723**
Part-Time	321	98	**419**	389	106	**495**	392	115	**507**	419	125	**544**	374	119	**493**
Grand Total	**1,643**	**932**	**2,575**	**1,912**	**1,091**	**3,003**	**2,046**	**1,144**	**3,190**	**2,047**	**1,139**	**3,186**	**2,050**	**1,166**	**3,216**
Gender Distribution to Total staff	**63.8%**	**36.2%**		**63.7%**	**36.3%**		**64.1%**	**35.9%**		**64.2%**	**35.8%**		**63.7%**	**36.3%**	

Notes:

1. Table includes academic and non-teaching administrators, counselors, librarians, program support, and computer support personnel. Deans, Directors and Causal staff are excluded .
2. Due to system constraints, UW 2000/01 data is not available.

4.2 College

"All Staff" refers to everyone employed at a college; this includes all administrators, instructors, educational assistants, administrative assistants, librarians, as well as trades people and janitorial staff. Full-time staff works the full number of hours per week (usually 35) as defined for a particular position, over a 12 month period. Part time staff works less than 35 hours per week, as defined for a particular position, or who work for less than a 12 month period.

Table 4.2.1 - College All Staff by Type

	Instructional Staff					Administrative Staff					Support Staff					Total All Staff				
College	00/01	01/02	02/03	03/04	04/05	00/01	01/02	02/03	03/04	04/05	00/01	01/02	02/03	03/04	04/05	00/01	01/02	02/03	03/04	04/05
Red River College [1]																				
Full Time	411	456	467	490	511	51	68	54	63	132	301	371	349	402	349	763	895	870	955	992
Part Time	801	1,056	999	1,149	1,135	0	1	0	0	5	170	183	145	195	232	971	1,240	1,144	1,344	1,372
RRC Total	**1,212**	**1,512**	**1,466**	**1,639**	**1,646**	**51**	**69**	**54**	**63**	**137**	**471**	**554**	**494**	**597**	**581**	**1,734**	**2,135**	**2,014**	**2,299**	**2,364**
Assiniboine Community College [2]																				
Full Time	151	141	132	133	123	28	26	30	32	32	114	103	99	99	104	293	270	261	264	259
Part Time	19	31	118	107	168	2	1	2	1	4	10	22	20	18	27	31	54	140	126	199
ACC Total	**170**	**172**	**250**	**240**	**291**	**30**	**27**	**32**	**33**	**36**	**124**	**125**	**119**	**117**	**131**	**324**	**324**	**401**	**390**	**458**
University College of the North																				
Full Time	93	118	125	103	103	12	12	12	10	10	100	111	130	128	116	205	241	267	241	229
Part Time	20	9	16	41	45	0	0	0	0	0	24	12	13	15	21	44	21	29	56	66
UCN Total	**113**	**127**	**141**	**144**	**148**	**12**	**12**	**12**	**10**	**10**	**124**	**123**	**143**	**143**	**137**	**249**	**262**	**296**	**297**	**295**
École Technique et professionale																				
Full Time	16	17	17	21	24	1	1	1	1	1	1	2	2	2	2	18	20	20	24	27
Part Time	11	13	12	22	15	0	0	0	0	0	4	2	2	2	0	15	15	14	24	15
ETP Total	**27**	**30**	**29**	**43**	**39**	**1**	**1**	**1**	**1**	**1**	**5**	**4**	**4**	**4**	**2**	**33**	**35**	**34**	**48**	**42**
Total College																				
Full Time	671	732	741	747	761	92	107	97	106	175	516	587	580	631	571	1,279	1,426	1,418	1,484	1,507
Part Time	851	1,109	1,145	1,319	1,363	2	2	2	1	9	208	219	180	230	280	1,061	1,330	1,327	1,550	1,652
Grand Total	**1,522**	**1,841**	**1,886**	**2,066**	**2,124**	**94**	**109**	**99**	**107**	**184**	**724**	**806**	**760**	**861**	**851**	**2,340**	**2,756**	**2,745**	**3,034**	**3,159**

Notes:
1. RRC data in 2000/01, 2001/02 and 2002/03 includes staff on contracts.
2. ACC 2000/01 figures include some casual staff.

Table 4.2.2 - Instructional Staff by Average Salary - Full Time

	Average Salary				
College	2000/01	2001/02	2002/03	2003/04	2004/05
Red River College					
Instructor	$50,300	$52,502	$54,734	$54,373	$56,662
Educational Assistant	$33,700	$34,150	$35,787	$36,617	N/A
Assiniboine Community College [1]					
Instructor	$50,399	$49,139	$53,496	$53,496	$59,162
Educational Assistant	-	-	-	-	
University College of the North					
Instructor	$52,153	$53,303	$57,054	$55,766	$56,779
Educational Assistant	$37,679	$40,799	$41,890	$42,960	$43,090
École Technique et professionale					
Instructor	$50,900	$53,500	$52,500	$53,500	$54,000
Educational Assistant	$11,500	$12,000	$12,500	$12,000	$12,000

Note:

1. ACC 2000/01 figures include some casual employees.

Table 4.2.3 - Instructional Staff by Gender - Full Time Only

	Instructional Staff -Full Time					Administrative Staff -Full Time					Support Staff [1] Full Time					All Full Time Staff				
Colleges	00/01	01/02	02/03	03/04	04/05	00/01	01/02	02/03	03/04	04/05	00/01	01/02	02/03	03/04	04/05	00/01	01/02	02/03	03/04	04/05
Red River College																				
Female	142	169	174	187	206	18	30	21	28	73	182	226	218	245	206	342	425	413	460	484
Male	269	286	293	303	306	33	38	33	35	59	119	145	131	157	143	421	469	457	495	508
RRC Total	**411**	**455**	**467**	**490**	**511**	**51**	**68**	**54**	**63**	**132**	**301**	**371**	**349**	**402**	**349**	**763**	**894**	**870**	**955**	**992**
Female Distribution	**35%**	**37%**	**37%**	**38%**	**40%**	**35%**	**44%**	**39%**	**44%**	**55%**	**60%**	**61%**	**62%**	**61%**	**59%**	**45%**	**48%**	**47%**	**48%**	**49%**
Assiniboine Community College																				
Female	78	53	54	53	49	13	12	15	15	15	81	72	73	74	77	172	137	142	142	141
Male	73	88	78	80	74	15	14	15	17	17	33	31	26	25	27	121	133	119	122	118
ACC Total	**151**	**141**	**132**	**133**	**123**	**28**	**26**	**30**	**32**	**32**	**114**	**103**	**99**	**99**	**104**	**293**	**270**	**261**	**264**	**259**
Female Distribution	**52%**	**38%**	**41%**	**40%**	**40%**	**46%**	**46%**	**50%**	**47%**	**47%**	**71%**	**70%**	**74%**	**75%**	**74%**	**59%**	**51%**	**54%**	**54%**	**54%**
University College of the North																				
Female	43	63	60	53	47	5	5	5	5	4	69	75	87	90	83	117	143	152	148	134
Male	50	55	65	50	56	7	7	7	5	6	31	36	43	38	33	88	98	115	93	95
UCN Total	**93**	**118**	**125**	**103**	**103**	**12**	**12**	**12**	**10**	**10**	**100**	**111**	**130**	**128**	**116**	**205**	**241**	**267**	**241**	**229**
Female Distribution	**46%**	**53%**	**48%**	**51%**	**46%**	**42%**	**42%**	**42%**	**50%**	**40%**	**69%**	**68%**	**67%**	**70%**	**72%**	**57%**	**59%**	**57%**	**61%**	**59%**
École Technique et professionale																				
Female	15	10	9	11	15	1	1	1	1	1	4	2	2	2	2	20	13	12	14	18
Male	12	7	8	10	9	0	0	0	0	0	1	0	0	0	0	13	7	8	10	9
ETP Total	**27**	**17**	**17**	**21**	**24**	**1**	**1**	**1**	**1**	**1**	**5**	**2**	**2**	**2**	**2**	**33**	**20**	**20**	**24**	**27**
Female Distribution	**56%**	**59%**	**53%**	**52%**	**63%**	**100%**	**100%**	**100%**	**100%**	**100%**	**80%**	**100%**	**100%**	**100%**	**100%**	**61%**	**65%**	**60%**	**58%**	**67%**
Total College																				
Female	278	295	297	304	316	37	48	42	49	93	336	375	380	411	368	651	718	719	764	777
Male	404	436	444	443	445	55	59	55	57	82	184	212	200	220	203	643	707	699	720	730
Grand Total	**682**	**731**	**741**	**747**	**761**	**92**	**107**	**97**	**106**	**175**	**520**	**587**	**580**	**631**	**571**	**1,294**	**1,425**	**1,418**	**1,484**	**1,507**
Female Distribution	**41%**	**40%**	**40%**	**41%**	**42%**	**40%**	**45%**	**43%**	**46%**	**53%**	**65%**	**64%**	**66%**	**65%**	**64%**	**50%**	**50%**	**51%**	**51%**	**52%**

Note:
1. Support staff includes all staff: secretaries, librarians, counselors and program support.

CHAPTER 5

ACCESS PROGRAMS

CHAPTER 5 – ACCESS PROGRAMS

5.0 Background

The ACCESS Programs were developed in the 1970's to maximize access to post-secondary education among under-represented groups that face significant academic, financial, social and personal barriers. Priority groups are those of Aboriginal ancestry, northern residents, people with disabilities, visible minorities, women, single parents, and immigrants and refugees. Integral to ACCESS Programs are the academic and personal supports provided to students to successfully complete their program.

Data provided in this Chapter may differ from the 2004/05 edition. Data in this document should be considered correct, as some of the institutions have revised their data. Where this has occurred, "Revised" will be noted.

5.1 ACCESS Programs by Institution

Five post-secondary institutions currently deliver the twelve ACCESS Programs described below. There are two teacher education programs, an off-campus UW program at the Winnipeg Education Centre (WEC), and the Brandon University Northern Teacher Education Program (BUNTEP) delivered in remote communities and regional centres in the North and in rural Manitoba.

There are two Social Work Programs offered by the UM. One is in Thompson for northern residents. The second is located off-campus at WEC for Winnipeg residents. The WEC –Inner City Social Work Program (WEC-ICSWP) has an additional component, the Aboriginal Child Welfare Initiative Program (ACWI). The first intake for ACWI occurred in 2003/04. There are also two preparations for nursing programs, one is delivered by KCC (now UCN), and the other is delivered by RRC for residents of southern Manitoba. In addition, UCN delivers a preparation for health careers program in Norway House.

Two general on-campus ACCESS programs exist at RRC and UM. These programs allow students to enroll in any field of study with full use of the support programs offered by the ACCESS programs. The UM has three other on-campus ACCESS programs, all of which are intended for Aboriginal students. These programs are in Engineering, Pre-Medical Studies, and a separate program for students that advance to the health field.

Table 5.1 – ACCESS Program by Institution

Institution	ACCESS Program
Brandon University	• **Brandon University Northern Teacher Education Program (BUNTEP)** An off-campus community based Bachelor of Education program for students in northern and rural Manitoba
University of Manitoba	• **University of Manitoba ACCESS Program (UMAP)** A program providing access to educational opportunities on-campus at the UM for northern and rural students • **Special Pre-Medical Studies Program (SPSP)** A two-to four-year program preparing Aboriginal students for entry into medicine, dentistry or other health-related facilities • **Professional Health Program (PHP)** A program providing support to students in the faculties of Medicine, Dentistry, Pharmacy, and Medical Rehabilitation for those who have gained admission to these faculties • **Northern Bachelor of Social Work Program (NBSWP)** A Bachelor of Social Work program in Thompson • **Inner City Social Work Program (ICSWP) and Aboriginal Child Welfare Initiative (ACWI)** An off-campus Bachelor of Social Work program • **Engineering ACCESS Program (ENGAP)** A Bachelor of Engineering program for Aboriginal students
University of Winnipeg	• **Winnipeg Education Centre – Bachelor of Education Program (WEC-Ed)** An off-campus Bachelor of Education program that trains teachers for Winnipeg's inner city
Red River College	• **Business Administration Integrated Program (BAI)** Formerly called Community College ACCESS Program (CCAP). A three-year diploma program intended for applicants who, because of a lack of resources, do not meet the basic entry requirements for the two-year Business Administration Program. • **Southern Nursing Program (SNP)** A preparation program designed to enable applicants from southern Manitoba who do not meet the educational requirements for the joint Baccalaureate Nursing Program, to acquire the skills to enter the program.
University College of the North	• **Preparation for Nursing (PN)** A preparation program located in Thompson and The Pas designed to enable applicants from northern Manitoba who do not meet the educational requirements for the Baccalaureate Nursing Program to acquire the skills to enter the program or others in the health field. The PN Program was re-named to Preparation for Health Careers (PHC) in 2003/04. Students who complete the program may enter the BN Program, or they may also choose to enter other health related programs providing they have the same admission requirements. • **Health Education ACCESS Program (HEAP)** A program delivered at Norway House that prepares students who do not meet the educational requirements for programs in the health field. HEAP students often choose the BN program upon completion.

5.2 Student Intake, Enrollment and Graduates

Table 5.2 - New Intake, Enrollment and Graduates

New Intake [1]	2000/01	2001/02	2002/03	2003/04	2004/05
BUNTEP [4,5]	49	266	57	0	64
BAI	57	58	78	51	54
ENGAP	18	17	18	26	27
HEAP	-	24	13	9	13
ICSWP /ACWI	31	21	25	32	35
NBSWP	38	35	26	22	25
PN/PHC	6	39	33	31	11
PHP	5	12	4	5	5
SNP	44	42	44	47	38
SPMP	22	25	15	11	9
UMAP	54	60	40	25	17
WEC-ED	24	29	27	21	16
Total	**348**	**628**	**380**	**280**	**314**

Enrollment [2]	2000/01	2001/02	2002/03	2003/04	2004/05
BUNTEP [5]	207	413	368	213	234
BAI	124	160	148	185	146
ENGAP	39	45	45	56	49
HEAP	-	24	13	8	17
ICSWP/ACWI	82	85	83	90	97
NBSWP	83	82	82	77	69
PN/PHC	60	108	51	30	32
PHP	16	20	20	17	18
SNP	121	131	130	194	153
SPMP	67	82	74	42	41
UMAP	165	183	172	92	81
WEC-ED	73	75	98	82	73
Total	**1,037**	**1,408**	**1,284**	**1,086**	**1,010**

Graduates [3]	2000	2001	2002	2003*	2004
BUNTEP [5]	16	19	16	10	29
BAI	16	20	23	20	15
ENGAP	4	4	6	3	4
HEAP	-	16	4	3	0
ICSWP/ACWI	14	15	13	17	14
NBSWP	11	11	20	18	22
PN/PHC	16	17	16	9	5
PHP	5	5	4	3	4
SNP	38	38	31	22	12
SPMP	7	8	8	7	6
UMAP	12	26	26	15	18
WEC-ED	7	5	2	2	11
Total	**146**	**184**	**169**	**129**	**140**

Data is a snap shot as of Feb/2004.

* Revised

Notes:

1. New Intake - Number of new students accepted in Year 1 of the Program
2. Enrollment - Active students continuing in program, regardless of the entrance year to program.
3. Graduates - Number of students graduated in that year, regardless of the entrance year to program.
4. BUNTEP - no intake in 2003/04 due to program site restructuring.
5. 2000/01 intake includes three one time only 1 or 2 year programs. These programs are categorized as ACCESS related but not funded by COPSE.

5.3 Student Demographics

Table 5.3 has been modified to illustrate demographic profile of new intake of students enrolled in ACCESS programs between 2000/01 to 2004/05. In 2004/05, Aboriginal students comprised an average of 67% of the total students by demographic group. In 2004/05, majority of ACCESS program students were women 77% and 23% were male students.

Financial assistance is limited to a specific number of seats annually and is provided to eligible students through federal loans and provincial bursaries. In 2004/05, 79% of ACCESS students have received financial support from various organizations and only 21% are students are self supporting student.

Table 5.3 New Intake Student Demographics

New Intake Students by Demographic Group[1]

	2000/01 *(n=348)*	2001/02 *(n=628)*	2002/03 *(n=380)*	2003/04 *(n=280)*	2004/05 *(n=314)*
Priority Groups [2]					
Status /Inuit	52%	51%	57%	52%	57%
Metis	18%	11%	17%	22%	10%
Sub total =	**70%**	**62%**	**74%**	**74%**	**67%**
Immigrant/Visible Minorities	7%	10%	6%	8%	7%
Physically Disabled	0.4%	0.1%	0.3%	0.0%	3.0%
Sub total =	**7%**	**10%**	**6%**	**8%**	**10%**
Gender					
Female	83%	76%	74%	68%	77%
Male	17%	24%	26%	32%	23%
Marital Status					
Single parents	**32%**	**26%**	**28%**	**30%**	**36%**
Funding Sources					
ACCESS Bursary	23.9%	20%	18%	16%	15%
First Nations	48%	52%	50%	44%	50%
Self supporting	16%	11%	5%	11%	21%
Regular SFA	7%	9%	19%	16%	7%
Social Assistance	3%	3%	3%	5%	7%
Metis/MMF	1%	0%	1%	0%	0%
Other	1%	5%	5%	8%	0%

Notes:

1. A February snap shot of new students enrolled in the Program.
2. Students may belong to more than one demographic group, therefore 'Total' may be different.

5.4 Graduate Employment Outcomes

ACCESS program graduates are surveyed annually to determine their employment outcomes. As table 5.4 shows, in 2004/05 (90%) ACCESS graduates either found employment or were continuing their education. Data also show that in 2004/05, 97.9% of employed graduates found work related to their field of study.

Table 5.4 - Graduate Employment Outcomes [1, 2]

Employment status following graduation	**2000/01 - Percentage distribution (n= 81)**	**2001/02 - Percentage distribution (n= 145)**	**2002/03 - Percentage distribution (n= 142)**	**2003/04 - Percentage distribution (n= 122)**	**2004/05 - Percentage distribution (n= 60)**
Employment full time (>30hr/wk)	76.5%	50.3%	66.2%	42.6%	73.3%
Employment part time (<30hr/wk)	2.5%	2.1%	8.5%	2.5%	3.3%
Unemployed [3]	3.7%	1.4%	3.5%	0.0%	5.0%
Continuing Education	8.6%	37.2%	19.7%	37.7%	13.3%
Not in Labour Force [4]	1.2%	0.0%	1.4%	1.6%	0.0%
Unknown	7.4%	9.0%	0.7%	15.6%	5.0%
% Employed /Continuing Education	87.7%	89.7%	94.4%	82.8%	90.0%
Relationship between field of study and employment	**2000/01 - Percentage distribution (n= 64)**	**2001/02 - Percentage distribution (n= 76)**	**2002/03 - Percentage distribution (n= 106)**	**2003/04 - Percentage distribution (n= 63)**	**2004/05 - Percentage distribution (n= 48)**
Directly Related	93.8%	100.0%	93.4%	98.4%	87.5%
Somewhat Related	4.7%	0.0%	5.7%	1.6%	10.4%
Not Related	1.6%	-	0.0%	0.0%	2.1%
Unknown	0.0%	-	0.9%	0.0%	0.0%
% Directly /Somewhat Directly Related	98.4%	100.0%	99.1%	100.0%	97.9%

Notes:

1. Data is a snap shot in time at February.
2. Voluntary survey, only captures students graduating on or before January of each year.
3. Must be seeking employment but unemployed.
4. Not actively seeking employment.

CHAPTER 6

OTHER FUNDED PROGRAMS AND INSTITUTIONS

6.1 Campus Manitoba

6.1.1 Background

Campus Manitoba (CMB) is a consortium of Manitoba's publicly funded universities and colleges that provide access to post-secondary education to Manitobans through the use of a broad selection of learning technologies. Funded by the Council on Post-Secondary Education, CMB makes post-secondary education widely accessible, serving those who live both near and far from main campuses, or who need alternative options to begin or complete programs.

CMB began as the First Year by Distance Education (FYDE) pilot program in September 1990. FYDE provided full-time first year university study in Arts and Science by distance education in the four northern and remote centres of Dauphin, Thompson, The Pas, and Flin Flon. In 1998, the mandate of the FYDE Program was expanded, and the program was officially renamed CMB to reflect the wide-ranging course offerings at the undergraduate level.

6.1.2 Full Course Equivalent (FCE) Registrations

Over the five-year period between 2000/01 to 2004/05, FCE registrations increased by 240 (24.3%) from 987 to 1,227

Table 6.1.2 Full Course Equivalent Registrations

	Academic Year				
Community [1,2]	**2000/01**	**2001/02**	**2002/03**	**2003/04**	**2004/05**
Altona	-	-	-	58	65
Brandon	15	18	19	49	49
Boissevain	23	15	29	23	17
Carman	125	152	123	125	124
Dauphin	44	103	93	108	79
Deloraine	0	2	16	17	6
Eriksdale	35	43	48	43	71
Flin Flon	89	47	75	99	48
Gimli	11	12	10	-	-
Killarney	22	25	28	25	21
Steinbach	-	-	-	18	336
Southport	145	235	333	285	13
Swan River	209	211	158	139	107
The Pas	88	101	75	94	74
Thompson	142	73	190	81	147
White Bear, SK	30	33	65	49	70
Other	9	7	33	-	-
Total	**987**	**1,077**	**1,295**	**1,213**	**1,227**
% Change	11.8%	9.1%	20.2%	-6.3%	1.2%

Notes:

1. Full Course Equivalent registrations do not factor in those students who leave prior to the start date of course.
2. FCE registration are not the same as enrollment, as one student could be enrolled in more than one course/region.

6.1.3 Credit Hours by Community

Table 6.1.3 Credit Hours by Community

	Academic Year				
Community	**2000/01**	**2001/02**	**2002/03**	**2003/04[1]**	**2004/05[1]**
Altona	-	-	-	234	195
Brandon	45	60	66	147	147
Boissevain	87	63	132	63	27
Carman	513	600	511	453	372
Dauphin	186	402	443	426	207
Deloraine	0	9	66	63	18
Eriksdale	147	162	169	174	210
Flin Flon	378	186	345	405	144
Gimli	48	45	66	-	-
Killarney	96	105	75	84	60
Southport	597	951	1,478	1,146	1,008
Steinbach	-	-	-	69	39
Swan River	816	789	831	522	321
The Pas	339	411	381	330	243
Thompson	621	255	783	303	450
White Bear, SK	105	114	165	165	210
Other	39	24	156	-	18
Total	**4,017**	**4,176**	**5,667**	**4,584**	**3,669**

Note:

1. Data from prior to 2003/04 included credit hours of those students who withdrawn from courses prior to November.

6.2 Inter- Universities North

6.2.1 Background

Inter-Universities North (IUN) is a consortium of UM, UW, and BU that was established in 1971/72 to deliver undergraduate courses and related student support services in communities north of the 53rd parallel. Students who register through IUN may transfer courses, grades and credits between the three universities. All courses satisfy the residency requirements for degrees at each university.

IUN is administered by KCC. IUN offers courses primarily in arts, social sciences, history, native studies and business administration. IUN also provides electives to support other university programming in the north.

The On-Site programs offered by IUN provide both full and part time study opportunities by instructors who travel to the northern communities. Credit courses are offered in response to identified needs, subject to budget limitations.

6.2.2 On-Site Course Enrollments

As Table 6.2.2 shows, course enrollments in IUN increased sharply in 2000/01 to 2001/02 at 20.1% and 23.5% respectively but declined in 2004/05. At the same time, enrollments were consolidated in the major centres in the north.

Table 6.2.2 - On -Site Community Enrollments

	Academic Year 2000/01 to 2004/05				
Community [1]	**2000/01**	**2001/02**	**2002/03**	**2003/04**	**2004/05**
Brochet	0	0	0	0	0
Cross Lake	0	75	196	79	26
Lynn Lake	13	0	0	0	0
Nelson House	51	0	0	0	0
Oxford House	419	416	394	250	205
Shamattawa	0	0	0	0	0
Split Lake	0	0	0	0	62
St. Theresa Point	0	0	0	0	0
The Pas	127	275	257	167	190
Thompson	584	723	686	582	589
War Lake	25	16	75	15	0
Total	**1,219**	**1,505**	**1,608**	**1,093**	**1,072**
% increase	**20.1%**	**23.5%**	**6.8%**	**-32.0%**	**-1.9%**

Note:

1. Data is a head count by course, i.e each time a student register for a course.

6.3 Private Religious Institutions

6.3.1 Background

There are four private religious degree-granting institutions that receive a portion of their funding from the Council on Post-Secondary Education. This funding is to support enrollment in non-theological, non-denominational courses. The private religious institutions are the Canadian Mennonite University (CMU), Providence College and Seminary (PCS), William and Catherine Booth College (WCBC), and Steinbach Bible College (SBC). Five years of enrollment and graduation data from the private religious institutions are available: 2000/01 and 2004/05.

6.3.2 Enrollment by Program – Regular Session

As the data in Table 6.3.2 show, regular session enrollment increased at all four private religious institutions between 2000/01 and 2004/05. Overall, enrollment increased 401 or 24.9% over the five-year period.

Table 6.3.2 - Enrollment by Program and Gender - Regular Session

Institution by Program [1,2]	2000/01		2001/02				2002/03				2003/04				2004/05			
			FT		PT		FT		PT		FT		PT		FT		PT	
Canadian Mennonite University	FT	PT	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Arts & Music	247	107	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Arts	-	-	134	108	55	61	128	105	69	69	155	126	74	66	163	129	69	62
Music	-	-	40	11	14	9	22	16	5	1	15	8	3	0	32	11	4	9
School of Discipleship	61	0	33	28	0	0	62	37	0	0	65	36	0	0	59	32	0	0
Subtotal	**308**	**107**	**207**	**147**	**69**	**70**	**212**	**158**	**74**	**70**	**235**	**170**	**77**	**66**	**254**	**172**	**73**	**71**
Total CMU	**415**		**493**				**514**				**548**				**570**			
Providence College & Seminary [3]																		
Undergraduate																		
Undergraduate	379	57	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Arts	-	-	133	128	13	16	128	132	29	28	150	164	26	31	193	173	18	21
Fine Arts	-	-	17	13	7	3	13	11	4	2	10	12	1	4	10	3	2	2
Theology	-	-	7	11	2	3	5	8	1	2	6	2	2	1	1	3	0	1
Other [4]	-	-	10	12	10	10	23	15	2	4	14	23	3	3	1	1	6	2
Subtotal	**379**	**57**	**167**	**164**	**32**	**32**	**169**	**166**	**36**	**36**	**180**	**201**	**32**	**39**	**205**	**180**	**26**	**26**
Graduate Studies																		
Graduate	134	85	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Arts	-	-	44	18	23	27	52	28	31	19	30	49	23	33	37	28	53	28
Divinity	-	-	2	18	1	6	4	22	1	14	26	3	13	2	2	23	1	13
Ministry	-	-	3	24	0	0	2	21	0	0	24	1	0	0	1	24	0	0
Other [4]	-	-	6	3	33	21	5	12	33	23	8	4	10	39	0	1	2	15
Subtotal	**134**	**85**	**55**	**63**	**57**	**54**	**63**	**83**	**65**	**56**	**88**	**57**	**46**	**74**	**40**	**76**	**56**	**56**
Total PCS	**655**		**624**				**674**				**717**				**665**			
Steinbach Bible College																		
Bible Studies & Arts	74	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Arts	-	-	30	38	6	6	29	41	2	3	35	48	6	7	23	51	4	3
Bible Studies	-	-	18	20	2	2	18	10	4	6	12	17	4	2	11	6	4	3
Peer Counseling	-	-	1	0	0	0	3	1	1	0	1	0	1	0	0	1	1	0
Subtotal	**74**	**24**	**49**	**58**	**8**	**8**	**50**	**52**	**7**	**9**	**48**	**65**	**11**	**9**	**34**	**58**	**9**	**6**
Total SCB	**98**		**123**				**118**				**133**				**107**			
William & Catherine Booth College [5]																		
Certificate in Management	-	-	-	-	-	-	-	-	-	-	-		16		-		33	
Pre-degree Programs	4	1	9		10		3		9		3		17		4		34	
Arts	15	4	41		70		59		51		73		95		61		130	
Social Work	19	1	26		6		35		25		48		28		57		37	
Non-program	64	337	58		226		26		213		7		165		11		102	
Subtotal	**102**	**343**	**134**		**312**		**123**		**298**		**131**		**321**		**336**		**336**	
Total WCBC	**445**		**446**				**421**				**452**				**672**			
All Institution																		
Subtotal by Full /Part time Gender	**997**	**616**	**1,044**		**642**		**1,076**		**651**		**1,175**		**675**		**1,355**		**659**	
Total by Academic Year	**1,613**		**1,686**				**1,727**				**1,850**				**2,014**			

Notes:

1. Total enrollment includes theological/denominational and non-theological/non-denominational courses.
2. Total enrollment includes undergraduate and graduate students.
3. Providence College& Seminary and Steinbach Bible College unable to report enrollment by programs due to student tracking system limitation in 1999/00 and 2000/01.
4. "Other" includes those students who have not declared a major.
5. WCBC unable to provide enrollment by gender.

Table 6.3.3 – Enrollment by Program and Gender – Spring/Summer Session

Table 6.3.3 - Enrollment by Program and Gender - Spring/Summer Session (Revised)

Institution by Program [1,2]	2000/01		2001/02				2002/03				2003/04				2004/05			
			FT		PT		FT		PT		FT		PT		FT		PT	
Canadian Mennonite University	FT	PT	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Arts & Music	0	15	0	0	13	12	0	0	23	22	0	0	19	16	0	0	61	33
Subtotal	**0**	**15**	**0**	**0**	**13**	**12**	**0**	**0**	**23**	**22**	**0**	**0**	**19**	**17**	**0**	**0**	**61**	**33**
Total CMU	**15**		**25**				**45**				**36**				**94**			
Providence College & Seminary [3,4]																		
Undergraduate	15	21	12	3	15	7	21	10	4	12	10	23	15	6	N/A			
Graduate	-	-	30	21	55	45	21	14	61	51	17	19	63	63				
	15	**21**	**42**	**24**	**70**	**52**	**42**	**24**	**65**	**63**	**27**	**42**	**78**	**69**				
Total PCS	**36**		**188**				**194**				**216**							
Steinbach Bible College [3]																		
Arts	-	-	-	-	-	-	-	-	-	-	5	1	10	14	2	1	6	9
Bible Studies	-	-	-	-	-	-	-	-	-	-	1	0	-	-	-	-	1	-
Peer Counselling	-	-	-	-	-	-	-	-	-	-	0	0	3	2	-	-	-	-
TESOL	-	-	-	-	-	-	2	0	1	0	1	0	5	1	1	-	-	1
Subtotal	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**1**	**0**	**7**	**1**	**18**	**17**	**3**	**1**	**7**	**10**
Total SCB	**0**		**0**				**3**				**43**				**21**			
William & Catherine Booth College																		
All Programs in Spring/Summer Session	0	87	0		195		0		113		0		192		0		235	
Subtotal	**0**	**87**	**0**		**195**		**0**		**113**		**0**		**192**		**0**		**235**	
Total WCBC	**87**		**195**				**113**				**192**				**235**			
All Institution																		
Subtotal by Full /Part time Gender	**15**	**123**	**66**		**342**		**68**		**287**		**77**		**410**		**4**		**346**	
Total by Academic Year	**138**		**408**				**355**				**487**				**350**			

Notes:

1. Total enrollment includes theological/denominational and non-theological/non-denominational courses.
2. Total enrollment includes undergraduate and graduate students
3. First summer courses at Steinbach Bible College began in 2002.
4. Prvidence College & Seminary unable to report summer session by program.

6.3.4 Graduates by Program

Table 6.3.4 shows growth in the number of graduates at the private religious colleges between 2000 and 2004. Cumulatively, the number of graduates increased by 207 (or 85.2%) over the five-year period.

6.3.4 Graduates by Program

Institution by Program	Academic Year 2000	2001	2002	2003	2004
Canadian Mennonite University[1]					
Bachelor of Arts	-	21	50	38	61
Bachelor of Musical Arts	-	3	7	4	5
School of Discipleship Certificate	-	60	61	99	101
Christian Studies Certificate	-	5	5	1	0
Total CMU	**0**	**89**	**123**	**142**	**167**
% change			*27.6%*	*13.4%*	*15.0%*
Providence College & Seminary					
Certificates & Diplomas	**87**	**72**	**84**	**84**	**100**
Undergraduate					
Bachelor of Arts	64	64	69	74	50
Bachelor of Fine Arts	9	3	14	4	11
Bachelor of Theology	1	1	3	2	2
Subtotal	**74**	**68**	**86**	**80**	**63**
Graduate Studies					
Master of Arts	31	38	36	40	34
Master of Divinity	6	6	3	2	13
Doctor of Divinity	2	1	4	2	2
Subtotal	**39**	**45**	**43**	**44**	**49**
Total PCS	**200**	**185**	**213**	**208**	**212**
% change	*0.5%*	*-7.5%*	*13.1%*	*-2.4%*	*1.9%*
Steinbach Bible College					
Bachelor of Arts	9	9	18	23	19
Diploma in Biblical Studies	10	10	10	5	9
Certificate in Biblical Studies	-	9	9	8	9
Certificate of Peer Councselling	-	-	-	5	2
Total SBC	**19**	**28**	**37**	**36**	**37**
% change	*-29.6%*	*47.4%*	*24.3%*	*-2.8%*	*2.7%*
William & Catherine Booth College					
Certificate	6	2	10	6	12
Diploma	0	0	0	0	0
Bachelor of Arts	13	9	15	13	8
Bachelor of Social Work	5	6	8	25	14
Total WCBC	**24**	**17**	**33**	**44**	**34**
% change	*-20.0%*	*-29.2%*	*48.5%*	*25.0%*	*-29.4%*
Grand Total	**243**	**319**	**406**	**430**	**450**
% change	*-5.1%*	*31.3%*	*21.4%*	*5.6%*	*4.4%*

Note:

1. The first graduating class at CMU was in 2001.

CHAPTER 7 – TUITION FEES

CHAPTER 7 – TUITION FEES

7.0 Background

The information presented on tuition fees was obtained from a variety of sources. The weighted university tuition fee information was taken from Statistics Canada's annual *Tuition and Living Accommodations Survey*. Statistics Canada is considered to be the best data source when making national comparisons. This data are found in Tables 7.1.1 and 7.2.1. Additional tuition fee information is found in Tables 7.1.2, 7.2.2 and 7.3.1 and was provided by the institutions annually.

Statistics Canada weighted tuition fees using enrollment data. Weighting tuition fees provides an accurate and reliable indicator of the amount paid by the majority of students, using a historical perspective. A weighted average considers the proportion of students in each field of study, allowing for a consistent view of fees over time. It is noted that weighting at the provincial and institutional levels is different. Institutional data cannot be averaged to equal the provincial data.

Community colleges provided the data directly to the Council on Post-Secondary Education, as Statistics Canada no longer collects this data.

7.1 Manitoba Universities and Colleges

In 2000/01, the provincial government reduced tuition fee in Manitoba by 10% from 1999/00 levels. The 10% reduction applied to all full and part time students in for-credit programs leading to a graduate or undergraduate degree. Since the numbers in the table are weighted by Statistics Canada, the reduction appears to be less than 10% for the University of Manitoba and CUSB.

Concurrent with the 10% tuition fee reduction, the Council reimbursed institutions for the reduction in revenue and provided additional funding in recognition of the fact that the institutions were unable to raise additional revenue. This practice has continued annually.

Table 7.1.1 - University Arts and Science Tuition (Weighted Average)

University	Academic Year 1999/00 to 2003/04				
	2000/01	2001/02	2002/03	2003/04	2004/05
University of Manitoba	$ 2,961	$ 2,965	$ 2,965	$ 2,943	$ 2,940
University of Winnipeg	$ 2,998	$ 2,998	$ 2,998	$ 2,998	$ 2,998
Brandon University	$ 2,861	$ 2,861	$ 2,861	$ 2,847	$ 2,861
Collège universitaire de Saint-Boniface	$ 2,878	$ 2,935	$ 3,099	$ 2,999	$ 3,270

Source: Statistics Canada's Tuition and Living Accomodations Survey

Notes:

1. Table figures does not equal to Table 7.2.1 due to difference in weighed average formula.
2. Includes data only for arts and science faculties and excludes professional faculties or schools.
3. These figures are calculated by Statistics Canada, provided to Council on Post-Secondary Education. Weighted average formula is based on enrollment at each institution and tuition fees.

7.1.2 Colleges

The provincial policy for the 10% fee reduction in 2000/01 was applied to students in for-credit Council funded programs leading to a certificate or diploma. College tuition has remained at the 2000/01 level.

Table 7.1.2 - College Tuition (Weighted Average)

College[1]	Academic Year 1999/00 to 2003/04				
	2000/01	2001/02	2002/03	2003/04	2004/05
Red River College	$ 1,272	$ 1,272	$ 1,272	$ 1,272	$ 1,272
Assiniboine Community College	$ 1,310	$ 1,310	$ 1,310	$ 1,310	$ 1,310
University College of The North [2]	$ 1,314	$ 1,314	$ 1,314	$ 1,314	$ 1,314
École technique et professionelle	$ 1,274	$ 1,274	$ 1,274	$ 1,274	$ 1,274

Note:

1.College tuition only, excludes other fees associated with college attendance.

2. University College of the North formerly known as Keewatin Community College.

7.2 Tuition Fee Comparison – Inter-provincial

7.2.1 University Tuition

Over the five year period, Manitoba continues to have the third lowest tuition fee in Canada.

7.2.1 Inter-Provincial University Arts and Science Tuition (Weighted Average)

Province [1]	2000/01	2001/02	2002/03	2003/04	2004/05	*Cumulative % change 2000/01 to2004/05*
BC [2]	$ 2,557	$ 2,496	$ 3,058	$ 3,894	$ 4,452	*74.1%*
% change	*1%*	*-2%*	*23%*	*27%*	*14%*	
AB	$ 3,834	$ 3,958	$ 4,089	$ 4,357	$ 4,604	*20.1%*
% change	*5%*	*3%*	*3%*	*7%*	*6%*	
SK	$ 3,507	$ 3,657	$ 3,959	$ 4,210	$ 4,324	*23.3%*
% change	*8%*	*4%*	*8%*	*6%*	*3%*	
MB	**$ 2,938**	**$ 2,946**	**$ 2,932**	**$ 2,934**	**$ 2,940**	*0.1%*
% change	*-8%*	*0%*	*0%*	*0%*	*0%*	
ON	$ 3,972	$ 4,104	$ 4,221	$ 4,327	$ 4,334	*9.1%*
% change	*3%*	*3%*	*3%*	*3%*	*0%*	
QC [3]	$ 1,850	$ 1,879	$ 1,894	$ 1,910	$ 1,939	*4.8%*
% change	*0%*	*2%*	*1%*	*1%*	*2%*	
NB	$ 3,574	$ 3,846	$ 4,158	$ 4,427	$ 4,706	*31.7%*
% change	*6%*	*8%*	*8%*	*6%*	*6%*	
NS	$ 4,581	$ 4,793	$ 5,150	$ 5,465	$ 5,868	*28.1%*
% change	*8%*	*5%*	*7%*	*6%*	*7%*	
PEI	$ 3,480	$ 3,690	$ 3,870	$ 4,110	$ 4,350	*25.0%*
% change	*0%*	*6%*	*5%*	*6%*	*6%*	
NFL	$ 3,300	$ 2,970	$ 2,670	$ 2,550	$ 2,550	*-22.7%*
% change	*0%*	*-10%*	*-10%*	*-4%*	*0%*	
CAN	**$ 3,414**	**$ 3,502**	**$ 3,659**	**$ 3,865**	**$ 3,995**	*17.0%*
% change	*3%*	*3%*	*4%*	*6%*	*3%*	

Source: Statistics Canada - Tuition and Living Accommodations Survey.

Notes:

1. Using the most current enrollment data available, average tuition fees have been weighted by the number of students. Statistics Canada believes a weighted tuition fee provides an accurate and reliable indicator of the majority of undergraduate students are paying when seeking historical comparison. A weighted average considers the proportion of students in each field of study. This allows a consistent view of fees at the undergraduate lever over time.

2. BC tuition average includes both public and private institutions.

3. Fees for in and out of province students are included in this calculation. Quebec began charging non-Quebecois Canadians residents a differential fee in 1997/98.

7.2.2 College Tuition

In 2000/01, college tuition in Manitoba was reduced by 10% in accordance with provincial government initiative. Since then, Manitoba has had the second lowest average college tuition fees in Canada at $1,292. Quebec has the lowest tuition in Canada.

7.2.2 Inter-provincial College Tuition (Unweighted Average)

Province [1]	2000/01	2001/02	2002/03	2003/04	2004/05	*Cumulative % change2000/01 to 2004/05*
BC	$ 1,340	$ 1,273	$ 1,791	$ 2,586	$ 2,720	***103.0%***
% change	*0%*	*-5%*	*41%*	*44%*	*5%*	
AB	$ 2,339	$ 2,491	$ 2,653	$ 2,840	$ 3,089	***32.1%***
% change	*10%*	*6%*	*7%*	*7%*	*9%*	
SK	$ 2,240	$ 2,435	$ 2,657	$ 2,893	$ 3,156	***40.9%***
% change	*9%*	*9%*	*9%*	*9%*	*9%*	
MB	**$ 1,292**	**$ 1,292**	**$ 1,292**	**$ 1,292**	**$ 1,292**	***0.0%***
% change	*-10%*	*0%*	*0%*	*0%*	*0%*	
ON	$ 1,718	$ 1,752	$ 1,786	$ 1,820	$ 1,820	***5.9%***
% change	*2%*	*2%*	*2%*	*2%*	*0%*	
QC [2]	$0	$0	$0	$0	$0	-
% change	-	-	-	-	-	
NB	$ 2,400	$ 2,400	$ 2,400	$ 2,400	$ 2,500	***4.2%***
% change	*0%*	*0%*	*0%*	*0%*	*4%*	
NS	$ 1,750	$ 1,950	$ 2,150	$ 2,250	$ 2,400	***37.1%***
% change	*17%*	*11%*	*10%*	*5%*	*7%*	
PEI	$ 2,000	$ 3,250	$ 3,250	$ 3,250	$ 3,250	***62.5%***
% change	*0%*	*63%*	*0%*	*0%*	*0%*	
NFL	$ 1,452	$ 1,452	$ 1,452	$ 1,452	$ 1,452	***0.0%***
% change	*0%*	*0%*	*0%*	*0%*	*0%*	

Source: Statistics are obtained annually via telephone survey.

Notes:

1. Data includes basic college tuition costs. It excludes other fees such as student fees, endowment fees, health plans or technical. lab fees.

2. The Province of Quebec does not charge tuition fee at colleges (CEGEP).

7.3 Private Religious Institutions

As part of the funding arrangement with the Government of Manitoba, private religious institutions are expected to charge tuition for academic programs at a rate that is not less than tuition fee rates at public post-secondary institutions in Manitoba offering comparable courses.

Table 7.3.1 - Private Religious Institution Tuition by Program (Unweighted)

Private Religious Institution [1]	2000/01	2001/02	2002/03	2003/04	2004/05
Canadian Mennonite University					
Arts	$ 3,200	$ 3,600	$ 3,780	$ 3,930	$ 4,260
Music [2]	$ 4,070	$ 4,535	$ 4,748	$ 4,935	$ 5,201
Providence College & Seminary					
Undergraduate					
Arts	$ 4,400	$ 4,600	$ 4,800	$ 5,200	$ 5,400
Aviation Studies	$ 9,400	$ 9,600	$ 9,800	$ 10,200	$ 10,400
Drama	-	$ 4,600	$ 4,800	$ 5,200	$ 5,400
Music	-	$ 4,800	$ 5,000	$ 5,400	$ 5,800
Theology	-	$ 4,600	$ 4,800	$ 5,200	$ 5,400
Graduate					
Arts	$ 4,950	$ 5,160	$ 5,550	$ 6,150	$ 6,750
Counselling	n/a	$ 5,520	$ 5,910	$ 6,570	$ 7,170
Divinity	n/a	$ 5,160	$ 5,550	$ 6,150	$ 6,750
Ministry (Diploma)	n/a	$ 8,250	$ 8,250	$ 9,000	$ 9,000
Steinbach Bible College					
Arts	$ 3,390	$ 3,510	$ 3,750	$ 3,900	$ 4,200
Bible Studies	$ 3,390	$ 3,510	$ 3,750	$ 3,900	$ 4,200
Peer Counselling [3]	$ -	$ -	$ 3,750	$ 3,900	$ 4,200
William &Catherine Booth College [3]					
Pre-Degree (Certificate)	$ 4,182	$ 3,900	$ 4,050	$ 4,200	$ 4,515
Pre-Degree (Diploma)	$3,936 - $4,182	$3,900 - $4,160	-	-	-
Arts		$ 4,160	$ 4,320	$ 4,480	$ 5,600
Arts (After Degree)	$3,567 - $3,936	$3,770 - $4,160	$4,050- $4,320	$4,200 - $4,480	$5,600 - $5,775
Social Work	$ 3,690	$ 3,900	$4,050- $4,590	$4,200 - $4,620	$5,250 - $5,775

Notes:

1. Tuition is calculated based on a 30 credit hour year.
2. Includes first year music students only.
3. This program did not exist until 2002/03